



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Huffman Elementary

Principal: **Jamey Allen**

Mission Statement:

Huffman Elementary fosters the development of knowledgeable, principled, and internationally minded citizens. Our scholars approach the world with an open mind and aspire to understand the different perspectives and ideas of others while helping to create a more peaceful world.

Vision Statement:

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

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 13, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **Friday, October 13, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Thursday, February 01, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 29, 2018**

2017-2018 Campus Status Check all that apply

☒ Title III English Language Learner Campus

☐ Non-Title I Campus

☒ Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition
3 (HQ)	Instruction by State Certified Teachers	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	\$ 138,650	Total Funding for 2 Title I Support Teachers	
Parental Engagement	\$ \$500	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ 3,500	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities

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

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance October 13	Meeting 2 Attendance Feb 1	Meeting 3 Attendance May 29
Brandon Watts	Faculty Member	2016	✓	✓	✓
Lilly Jensby	Faculty Member	2017	✓	Absent	✓
John Lowrance	Faculty Member	2017	✓	✓	✓
Susan Soledade	Faculty Member	2017	Absent	✓	✓
Amy Moore	Faculty Member	2017	✓	✓	✓
Leslie Dominie	Faculty Member, Special Ed	2017	Absent	✓	✓
Jamey Allen	Principal	2017	✓	✓	✓
Theresa Biggs	District Professional	2017	✓	Absent	Absent
Beth Hubbard	Campus Professional, Non-teaching	2017	✓	✓	✓
Angela Williams	Support Staff Member	2017	✓	✓	✓
Kim Nguyen	Parent-Selected by PTA	2016	Absent	Absent	Absent
Melinda Castellon	Parent-Selected by Principal	2016	✓	Absent	Absent
Jenna Maynard	Parent	2016	✓	✓	✓
Monica Heredia Aranza	Parent	2017	✓	✓	✓
Elizabeth Adair	Parent	2017	✓	✓	Absent
Kisha Edwards	Parent	2017	✓	Absent	Absent
Abby Callison	Community Member	2017	✓	Absent	Absent
Edith Moreno	Community Member	2017	Absent	Absent	Absent
Wesley Ramirez	Business Representative	2015	✓	✓	Absent
Andrew Wheeler	Business Representative	2017	Absent	Absent	Absent
Cynthia Perry	Community Member	2017	Absent	Absent	Absent

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
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
Transition: 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
State Certified Teachers and Highly Qualified Paraprofessional 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

Summary of Critical Actions

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

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

School Wide and/or Targeted Grade Level Critical Actions

1. Overall in Reading there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus.

The current gaps between the campus and district in grades 3rd - 5th are:

Campus (3rd- 70%, 4th- 52%, 5th- 62%)

District (3rd- 82%, 4th -79%, 5th- 83%)

2. Overall in Math there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus.

The current gaps between the campus and district in grades 3rd - 5th are:

Campus (3rd- 78%, 4th- 44%, 5th- 70%)

District (3rd- 86%, 4th -79%, 5th- 88%)

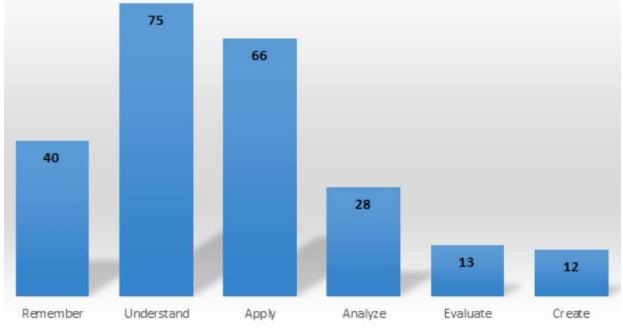
Critical Action 1

Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance.

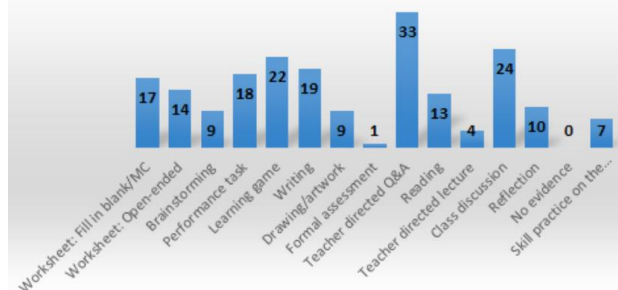
Problem Statement:	Overall in Reading there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus. The current gaps between the campus and district in grades 3 rd - 5 th are: Campus (3 rd - 70%, 4 th - 52%, 5 th - 62%) District (3 rd - 82%, 4 th - 79%, 5 th - 83%)							
Root Cause and Strategy:	(a) We will address the need for effective planning and implementation of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity. (b) We will address the responsiveness to student needs by ensuring that there are structures in place to support maximum learning time in the classroom.							
Project Lead:	Campus Administrators, PISD Elementary Content Coordinators and Specialists, Campus Instructional Support							
Staff, Title I Staff:	Title I Teacher, Grade Level Teachers, Instructional Support, ESL Teacher, Counselors, SEL Teacher Leader							
Materials and Resources:	Comprehension Toolkit (primary and intermediate editions), <u>7 Steps to a Language-Rich Interactive Classroom</u> , ELPS, TEKS (specifically Figure 19), Edugence (PES Growth Roster, STAAR Roster, MAP data, TELPAS data)							
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:

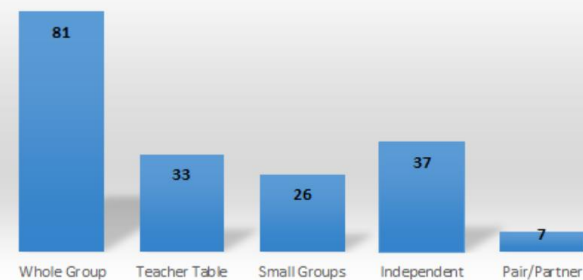
Action Step ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Effective Planning 1. District curriculum and instruction team members will provide staff training. <ul style="list-style-type: none"> District C&I provide staff with training on Comprehension Toolkit strategies Campus ESL teacher provides staff with training with specific strategies from <u>7 Steps to a Language-Rich Interactive Classroom</u> to include ELPS and ELL population. 	1. Professional Development scheduled monthly, additional support as needed 2. Weekly team planning, support by C&I, Administration, IB Coordinator, and	1. MLP training log, training materials 2. Team Planning Essential Agreements, feedback provided to teachers from C&I team, Walk-Through data	Expected Outcome – Increased academic performance on Reading STAAR grades 3-5 Short Term Status: <i>Some Progress</i> – Lesson plans are aligned with the TEKS and PYP requirements and include daily learning targets as that are connected to the PYP transdisciplinary themes. Staff was trained on Comprehension Toolkit and continually models the strategies and implements with all text. Intermediate Status: <i>Significant Progress</i>

<div>2. Grade level teams, Title I/Instructional Support will meet weekly with the IB Coordinator to plan instructional experiences according to the PYP.<ul style="list-style-type: none">Weekly planning meetings to align TEKS with the PYP Transdisciplinary ThemesInstructional support by C&I team to provide feedback to teachers on strategies, planning, instructional approaches, etc.Weekly Walk-Throughs by administration, IB Coordinator, and instructional specialists to document implementation of the plans.</div> <div>3. Full days of team planning time off campus will be provided for teams to implement the instructional practices and the PYP.</div> <div>TEA Strategic Priority: Goals 1, 2 and 4</div> <div>Title I Component: 1, 2, 3, 4, and 8</div> <div>Funding: State, Local, Title I Funds</div>	<div>instructional specialists Walk-Throughs</div> <div>3. Full day team planning off campus occurring twice a year</div>	<div>3. Schedule of off campus planning days</div> <div>4. Lesson plans including strategies from 7 Steps</div>	<div>– Teachers are including one of the 7 Steps in their weekly lesson plans and will focus on a different one each week. Administration, IB coordinator, and instructional specialists are conducting weekly walk-throughs in grade level and specials classes (PE, art, music). All grade level teams had a full day off campus to plan with the IB coordinator and Theresa Biggs, from district advanced academics. Teams are continuing to plan collaboratively and meet with the IB coordinator every Wednesday for reflection and planning.</div> <div>Long Term Status: Significant Progress</div> <div>– Lesson plans are aligned with the TEKS and PYP requirements and include daily learning targets and are being implemented effectively by grade level teams. Administration and instructional support conducted 146 Walk-Throughs. All grade level teams, and music and choir, had a full day off campus to write PYP planners with the IB coordinator and a representative from district, Theresa Biggs.</div> <div>Type of Knowledge Totals</div> <div><table><thead><tr><th>Knowledge Level</th><th>Total</th></tr></thead><tbody><tr><td>Remember</td><td>40</td></tr><tr><td>Understand</td><td>75</td></tr><tr><td>Apply</td><td>66</td></tr><tr><td>Analyze</td><td>28</td></tr><tr><td>Evaluate</td><td>13</td></tr><tr><td>Create</td><td>12</td></tr></tbody></table></div>	Knowledge Level	Total	Remember	40	Understand	75	Apply	66	Analyze	28	Evaluate	13	Create	12
Knowledge Level	Total																
Remember	40																
Understand	75																
Apply	66																
Analyze	28																
Evaluate	13																
Create	12																

Evidence of Learning Totals

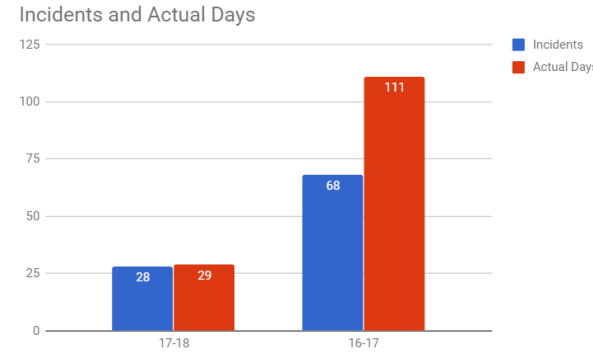


Student Context Totals

**Results: Reading (5th Second Admin)**

	Campus %	District %	Gap
5th	63	86	-23
4th			
3rd			

Next Steps: Continue with collaborative planning and analysis of the TEKS in order to align with the IB PYP standards. Adjust walk-through practice to reflect practice data. Continue including 7 Steps in weekly plans.

<p>Root Cause (b) Activities: Structures to support maximum learning time</p> <ol style="list-style-type: none">1. Provide training and establish campus-wide expectations.<ul style="list-style-type: none">● Social Emotional Learning training● Restorative Practices training● Positive behavior supports2. Establish and implement a school-wide system to promote positive behavior supports.<ul style="list-style-type: none">● Campus committee (SEL teacher leader, administrators, counselors) will determine best practices and create resources and visual to promote social emotional health.● SEL teacher, counselors, and administrators will monitor and support the implementation of social emotional practices.● Administrators and counselors will monitor and support the implementation of restorative practices.● All staff will implement positive behavior supports, such as Hawk Bucks and Huffman High-Five. <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, and 8 Funding: State, Local, Title I Funds</p>	<ol style="list-style-type: none">1. Initial staff training August 2017, follow up training as needed2. Weekly incorporation of SEL strategies through daily campus-wide meetings, daily classroom circles, guidance lessons, SEL teacher leader lessons	<ol style="list-style-type: none">1. MLP training log, SEL materials, RP materials, positive behavior support resources2. Observed and documented student visuals, teacher and student resources with Walk-Through data	<p>Expected Outcome – Increase student learning time, engagement and academic performance by increasing structure and maximizing learning time.</p> <p>Short Term Status: On Track to Make Progress – Provided initial training to staff and campus committee helped develop common set of school-wide practices to respond to the needs of the students.</p> <p>Intermediate Status: On Track to Make Progress – Integrated school-wide practices through the school community and environment (i.e. class community circles, specials, daily campus-wide morning meetings).Restorative Practices and SEL refresher training for staff in January 2018 after winter break. All staff received cards for the ID badges with the five restorative questions listed. Continued use of positive reinforcement and SEL strategies.</p> <p>Long Term Status: Significant Progress – Deliberate instruction was provided to support social and emotional best practices in all school settings. Staff focused on positive reinforcement, such as, Hawk Bucks and Huffman High Five.</p> <p>Results: Discipline/office referrals decreased significantly from the previous year.</p> <p>Incidents and Actual Days</p>  <table><tr><th>Year</th><th>Incidents</th><th>Actual Days</th></tr><tr><td>17-18</td><td>28</td><td>29</td></tr><tr><td>16-17</td><td>68</td><td>111</td></tr></table>	Year	Incidents	Actual Days	17-18	28	29	16-17	68	111
Year	Incidents	Actual Days										
17-18	28	29										
16-17	68	111										

			<p>Next Steps: Staff will continue with SEL and Restorative Practice strategies. New staff members will be trained on these strategies in order to incorporate them in the classroom. The common language across the campus will also connect with the IB PYP Learner Profile.</p>
<p>Root Cause (c) Activities: Data Analysis</p> <ol style="list-style-type: none"> 1. Provide training for all grade level teachers and instructional support on the purpose and use of formative and summative assessments. 2. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments. <ul style="list-style-type: none"> • Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning. • Weekly instructional support by the C&I team (i.e. ensure lesson plans and reflective and include targeted interventions based upon current assessment data, provide feedback to teachers on formative and summative assessments, instructional approaches, etc.) 3. Teachers will analyze assessment data and use it for instructional planning. <ul style="list-style-type: none"> • Intervention groups will be targeted based on specific TEKS/objectives. • Groups will be flexible and change as needed. <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, 8 and 9 Funding: State, Local, Title I Funds</p>	<ol style="list-style-type: none"> 1. Meet with District Assessment & Accountability department, additional support as needed. 2. Weekly grade level planning 3. As the need arises (at least biweekly) in Tier 1 and Tier 2 instruction 	<ol style="list-style-type: none"> 1. MLP training log, materials 2. Team planning notes, student data in Edugence 3. Classroom observations, progress as measured in student performance data in Edugence (RTI) 	<p>Expected Outcome – Increased academic performance on Reading STAAR grades 3-5 by monitoring and targeting instruction.</p> <p>Short Term Status: <i>On track to make progress</i> – Lesson plans include formative and summative assessments of student learning</p> <p>Intermediate Status: <i>Some Progress</i> – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning and discussions will impact future instructional decisions. Teams and instructional specialists will reflect on the assessments and discuss strengths and weaknesses across the grade level. District Assessment and Accountability department provided a brief training to the instructional specialists on interpreting MAP data on NWEA. Grade level teachers and instructional specialists create Tier 2 and Tier 3 intervention groups after data analysis in reading and math.</p> <p>Long Term Status: <i>Some Progress</i> – Weekly instruction will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs. Instructional specialists attended training by Elementary Academic Services on summative assessments, which they shared with teams. .</p> <p>Results: STAAR Scores</p> <p>Next Steps: Teachers and instructional specialists will continue to analyze assessment data and target intervention based on the data. Teachers will reflect as a team on formative and summative assessment results</p>

			in order to improve instruction and demonstrate mastery.
--	--	--	--

Critical Action 2

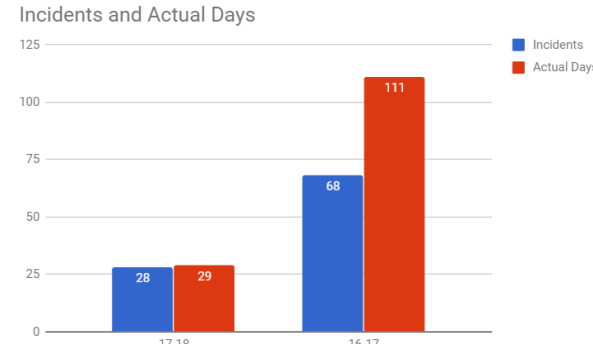
Critical Action (Goal): Increase the percentage of all students performing at the Approaches grade level standard to decrease the gap between the campus and district to meet the district average performance.

Problem Statement:		Overall in Math there has been a decrease in the percentage of students performing at the Approaches grade level standard for the campus. The current gaps between the campus and district in grades 3 rd - 5 th are: Campus (3 rd - 78%, 4 th - 44%, 5 th - 70%) District (3 rd - 86%, 4 th -79%, 5 th - 88%)						
Root Cause and Strategy:		(a) We will address the need for effective planning and data analysis of the curriculum by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity; and ensure that there are adequate structures for appropriate assessment and instructional responses. (b) We will address the responsiveness to student needs by ensuring that there are structures in place to support maximum learning time in the classroom.						
Project Lead:		Campus Administrators, PISD Elementary Content Coordinators and Specialists, Campus Instructional Support						
Staff, Title I Staff:		Title I Teacher, Grade Level Teachers, Instructional Support, ESL Teacher, Counselors, SEL Teacher Leader						
Materials and Resources:		Edugence (PES Growth Roster, STAAR Roster, MAP data, TELPAS data), TEKS						
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 ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● Title I Component # and Funding Amounts per Action Step	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Outcome, Status and Results per Action Step
Root Cause (a) Activities: Data Analysis & Interventions 1. Provide training for all grade level teachers and instructional support on the purpose and use of formative and summative assessments.	1. Meet with District Assessment & Accountability department, additional support as needed.	1. MLP training log, materials 2. Team planning notes, student data in Edugence	Expected Outcome – Increased academic performance on Math STAAR grades 3-5 by monitoring and targeting instruction. Short Term Status: On track to progress – Lesson plans will begin to include formative and summative assessments of student learning. Grade level

<p>2. Teachers will establish proficiency criteria for student learning outcomes (SLO) in order to create and administer formative and summative assessments.</p> <ul style="list-style-type: none"> Each grade level teacher includes SLO proficiency criteria in lesson plans, creates and/or utilizes associated assessments to measure learning. Weekly instructional support by the C&I team (i.e. ensure lesson plans and reflective and include targeted interventions based upon current assessment data, provide feedback to teachers on formative and summative assessments, instructional approaches, etc.) <p>3. Teachers will analyze assessment data and use it for instructional planning.</p> <p>4. Grade level teachers/teams will Identify targeted interventions that were effective and not effective in Tier 2 instruction. Review and analyze targeted intervention used in past Tier 2 instruction.</p> <p>5. Grade level teachers/teams will adjust targeted interventions that were not effective in Tier 2 instruction and continue successful Tier 2 interventions. Modify ineffective targeted interventions with guidance from campus instructional specialists and C&I department.</p> <p>6. Grade level teachers/teams will evaluate targeted interventions that were effective and not effective in Tier 2 instruction. Review and analyze targeted interventions used in current Tier 2 instruction with campus instructional specialists and C&I department.</p> <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, 8 and 9 Funding: State, Local, Title I Funds</p>	<p>2. Weekly grade level planning</p> <p>3. As the need arises (at least biweekly) in Tier 1 and Tier 2 instruction</p> <p>4. Every 2-3 weeks as part of RTI progress monitoring</p> <p>5. As the need arises in Tier 2 instruction</p> <p>6. Every 2-3 weeks as part of RTI progress monitoring</p>	<p>3. Classroom observations, progress as measured in student performance data in Edugence (RTI)</p> <p>4. Edugence, MAP data, documented intervention strategies, progress monitoring documentation</p> <p>5. Intervention modification with input from specialists</p> <p>6. Progress monitoring documentation</p>	<p>teams will begin to Identify ineffective targeted interventions based on progress monitoring data.</p> <p>Intermediate Status: Some progress – Lesson plans will continue to include formative and summative assessments to monitor and adjust student learning and discussions will impact future instructional decisions. Teams and instructional specialists will reflect on the assessments and discuss strengths and weaknesses across the grade level. District Assessment and Accountability department provided a brief training to the instructional specialists on interpreting MAP data on NWEA. Grade level teachers and instructional specialists create Tier 2 and Tier 3 intervention groups after data analysis in reading and math.</p> <p>Long Term Status: Some progress – Weekly instruction, aligned with the TEKS and PYP requirements, will include formative and summative assessments so that teachers utilize the current data to develop instruction to meet student learning needs. Grade level teams will continue to use effective targeted interventions in Tier 2 instruction, and analyzed student performance.</p> <p>Results: Math (5th Second Admin)</p> <table border="1"> <thead> <tr> <th></th><th>Campus %</th><th>District %</th><th>Gap</th></tr> </thead> <tbody> <tr> <td>5th</td><td>73</td><td>89</td><td>-16</td></tr> <tr> <td>4th</td><td></td><td></td><td></td></tr> <tr> <td>3rd</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Next Steps: Teachers and instructional specialists will continue adjusting interventions in order for students to show mastery. Teams will become more reflective in analyzing intervention strategies to determine their effectiveness.</p>		Campus %	District %	Gap	5th	73	89	-16	4th				3rd			
	Campus %	District %	Gap																
5th	73	89	-16																
4th																			
3rd																			

<p>Root Cause (b) Activities: Structures to support maximum learning time</p> <p>1. Provide training and establish campus-wide expectations.</p> <ul style="list-style-type: none">• Social Emotional Learning training• Restorative Practices training• Positive behavior supports <p>2. Establish and implement a school-wide system to promote positive behavior supports.</p> <ul style="list-style-type: none">• Campus committee (SEL teacher leader, administrators, counselors) will determine best practices and create resources and visual to promote social emotional health.• SEL teacher, counselors, and administrators will monitor and support the implementation of social emotional practices.• Administrators and counselors will monitor and support the implementation of restorative practices.• All staff will implement positive behavior supports, such as Hawk Bucks and Huffman High-Five. <p>TEA Strategic Priority: Goals 1, 2 and 4 Title I Component: 1, 2, 3, 4, and 8 Funding: State, Local, Title I Funds</p>	<p>1. Initial staff training August 2017, follow up training as needed</p> <p>2. Weekly incorporation of SEL strategies through daily campus-wide meetings, daily classroom circles, guidance lessons, SEL teacher leader lessons</p>	<p>1. MLP training log, SEL materials, RP materials, positive behavior support resources</p> <p>2. Observed and documented student visuals, teacher and student resources, Administrator Walk Through data</p>	<p>Expected Outcome – Increase student learning time, engagement and academic performance by increasing structure and maximizing learning time.</p> <p>Short Term Status: On Track to Make Progress – Provided initial training to staff and campus committee helped develop common set of school-wide practices to respond to the needs of the students.</p> <p>Intermediate Status: Significant Progress – Integrated school-wide practices through the school community and environment (i.e. class community circles, specials, daily campus-wide morning meetings). Restorative Practices and SEL refresher training for staff in January 2018 after winter break. All staff received cards for the ID badges with the five restorative questions listed. Continued use of positive reinforcement and SEL strategies.</p> <p>Long Term Status: Significant Progress -Deliberate instruction was provided to support social and emotional best practices in all school settings. Staff focused on positive reinforcement, such as, Hawk Bucks and Huffman High Five.</p> <p>Results:</p> <p>Incidents and Actual Days</p>  <table><tr><th>Year</th><th>Incidents</th><th>Actual Days</th></tr><tr><td>17-18</td><td>28</td><td>29</td></tr><tr><td>16-17</td><td>68</td><td>111</td></tr></table> <p>Next Steps: Staff will continue with SEL and Restorative Practice strategies. New staff members will be trained</p>	Year	Incidents	Actual Days	17-18	28	29	16-17	68	111
Year	Incidents	Actual Days										
17-18	28	29										
16-17	68	111										

			on these strategies in order to incorporate them in the classroom. The common language across the campus will also connect with the IB PYP Learner Profile.
--	--	--	---

Health, Fitness and Attendance

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

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion.	Principal	Campus Wellness Plan	Formative Notes: Discussion with PE coaches at beginning of year. Summative Notes: This will be an area for improvement in the coming year.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Formative Notes: One parent will be included. Summative Notes: A PTA parent representative helped plan Field Day with the coaches.
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	Formative Notes: Pieces are written into the IB PYP curriculum planners. Summative Notes: Students were taught all Health TEKS as incorporated into the PYP planners.
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	Formative Notes: A Coordinated School Health bulletin board displaying appropriate information will be created in the spring semester. Summative Notes: The bulletin board is located in the cafeteria.
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	Formative Notes: Information sent through eNews and website. Summative Notes: Information communicated through campus eNews, campus website, and social media.

	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<p>Formative Notes: FitnessGram used to assess students in a pre-test in December. Post-test assessment to be completed in May. Test results to be uploaded into the fitnessGram database.</p> <p>Summative Notes: Students in grades 3-5 completed a pre- and post- Fitness Gram.</p>
4 th & 7 th	Ensure all data for 3 rd - 8 th 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	<p>Formative Notes: Test results to be uploaded into the fitnessGram database. 4th grade students will receive a printed report to go home at the end of the school year.</p> <p>Summative Notes: FitnessGram tests have been completed and entered into the database. Results will be sent home with the 4th grade students.</p>
	PHYSICAL ACTIVITY REQUIREMENTS:			
K-8	Ensure students are receiving required physical education classes/minutes for each school year and achieving moderate to vigorous physical activity (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	<p>Formative Notes: Administration monitors lesson plans and activity in PE. The master schedule is set to allow the required number of activity minutes.</p> <p>Summative Notes: Students received the required physical education minutes.</p>
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	<p>Formative Notes: Plans are in place to incorporate the use of pedometers into PE classes in the spring.</p> <p>Summative Notes: Heart rate monitors and pedometers were not utilized this year. The district is in the process of updating our equipment to accomplish that task. Most of our equipment for those two areas does not work.</p>
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	<p>Formative Notes: Teachers hand in lesson plans and participate in weekly IB PYP planning.</p> <p>Summative Notes: Teachers submit weekly lesson plans and incorporate IB PYP when applicable.</p>

K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<p>Formative Notes: Master schedule reflects that students are meeting above the state requirement.</p> <p>Summative Notes: Students have received all recess minutes during the school year have been provided the opportunity for unstructured play.</p>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<p>Formative Notes: Brain breaks are built into all grades lesson plans and are utilized at Huffman Hello.</p> <p>Summative Notes: Teachers utilize brain breaks throughout the day.</p>
ATTENDANCE:				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<p>Formative Notes: We have not filed truancy on any students to this point. Letters, phone calls and conferences have been used to communicate with parents to remediate any potential problems.</p> <p>Summative Notes: Letters, emails, phone calls, conferences, and CMITs have been used to address truancy concern.</p>

Violence Prevention and Bullying

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

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas.	Principal/Asst. Principal	Staff feedback/survey	Formative: At risk areas were identified and covered by staff. Adjustments were made to the duty schedule to better cover the gym before school. Summative Notes: Duty schedule remained flexible as needed.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Formative Notes: The assistant principal ensures that staff report to duty at high risk areas in morning. Summative Notes: Staff remains visible during arrival and dismissal.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Formative Notes: The Huffman Essential Agreements are covered daily in classrooms and Huffman Hello. Teachers also cover and explain in depth the meaning and correlation to student code of conduct. Summative Notes: The Essential Agreements are posted in all classrooms and throughout the building. Students say the Essential Agreements daily.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Formative Notes: All staff has completed required trainings through Safe Schools in both areas. Summative Notes: All staff has completed required trainings through Safe Schools in both areas.

	Review referral process.	Principal or designee	Campus referral plan	<p>Formative Notes: Referral process was covered in August with staff and reviewed on January 3rd as part of staff professional development.</p> <p>Summative Notes: Referral process was reviewed on January 3rd as part of staff professional development.</p>
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<p>Formative Notes: Entire staff was trained at the beginning of the year in SEL and Restorative Practices.</p> <p>Summative Notes: An SEL and Restorative Practices refresher was held on January 3rd.</p>
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	<p>Formative Notes: Referral forms are kept for each student that requires administration intervention.</p> <p>Summative Notes: ISS and OSS data was entered in TEAMS.</p>
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<p>Formative Notes: Restorative practices are used in most cases with referrals by administration.</p> <p>Summative Notes: Students complete a reflection sheet using the restorative questions before meeting with administration.</p>

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	<p>Formative Notes: Huffman Essential Agreements are posted throughout the building and in all classrooms. They are also reviewed daily at Huffman Hello. Teachers and students came p with specific rules that fall under each of the Essential Agreements.</p> <p>Summative Notes: Huffman Essential Agreements are posted throughout the building and in all classrooms. They are also reviewed daily at Huffman Hello. Many classrooms also created their own Essential Agreements.</p>
	Monitor high risk areas.	All staff	Schedule (if necessary)	<p>Formative Notes: Duty schedule is available to all staff in the Huffman Handbook and attendance is monitored by administration.</p> <p>Summative Notes: Staff remains visible during arrival and dismissal. Teachers supervise during recess and lunch and watch for signs of violence.</p>
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	<p>Formative Notes: The process was covered in August.</p> <p>Summative Notes: The process was reviewed again in January.</p>
All Students	INTERVENTION:			
	Apply classroom interventions.	All teachers	Classroom teachers, Reflection Sheets	<p>(Please complete cells below)</p> <p>Formative Notes: Reflection sheets with the Restorative Questions are used by staff in the classroom, office and with any referral.</p> <p>Summative Notes: Staff utilized numerous SEL and Restorative Practice strategies in order to be proactive with behavior. Classes also have built a community with morning meetings,</p>

				which tends to lessen bullying-time behavior because students have formed relationships.
	Employ discipline interventions.	Designated staff	Administration, SEL Teacher Leader, Guidance Counselors, Stay-Away Agreement	<p>Formative Notes: Additional intervention that is needed by students in covered in weekly Kid Talk and monthly staff CMIT meetings.</p> <p>Summative Notes: Students were assigned a mentor or scheduled time with the Social Emotional Teacher leader. Teachers were required to show interventions that were tried and the student's response to those interventions.</p>
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Administration, Stay-Away Agreement	<p>Formative Notes: Additional intervention that is needed by students in covered in weekly Kid Talk and monthly staff CMIT meetings.</p> <p>Summative Notes: Students were assigned a mentor or scheduled time with the Social Emotional Teacher leader. Teachers were required to show interventions that were tried and the student's response to those interventions.</p>
	Conference with parents/students.	Teachers or other staff	Administration, Stay-Away Agreement	<p>Formative Notes: All beginning of year conferences were held either in person or by phone or in conjunction with an ARD, CMIT or 504 meeting. Additional conferences were held on an as needed basis.</p> <p>Summative Notes: Parents were part of the decision making process when problem solving about behaviors. They attended 504 or CMIT meetings.</p>

Parent Involvement

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

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Secretary	August 2017	Formative Notes: When enrolling a new student, the campus secretary asks the parents to log into the Parent Portal to double check that all information has been correctly entered. They are also given a step by step 'How to' page to guide them through Parent Portal. Summative Notes: Families registering during the school year completed registration on paper. Moving forward, the goal would be to have access to Parent Portal for registration.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Secretary, Parent Liaison	August 2017	Formative Notes: Information about the computers at home program was provided to parents during meet the teacher night and through the Mobile Computer classes this last semester Summative Notes: The parent liaison traveled with the technology lab to an area of the attendance zone with a lot of apartments. The mobile lab also visited campus for parent education and access.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	Weekly	Formative Notes: New staff, teachers and helpful links have been added to our Huffman website in order to provide parents and the community with increased transparency and a wealth of important information for ease of communication. Staff and teacher information include phone number, email address, position within our school, and schedules. Summative Notes: The CTA updated the campus website as needed with important events. Social media was also utilized to further communication.

<p>Communicate information through eNews and through hard copies when internet access is not available.</p> <p>Funding source: State and Local</p>	Principal	Weekly	<p>Formative Notes: Sent to parents weekly in addition to an email sent by teachers weekly.</p> <p>Summative Notes: eNews was sent weekly from the campus in English and Spanish. Hard copies were sent home to parents without internet access.</p>
<p>Utilize social media to keep parents and community informed.</p> <p>Funding source: State and Local</p>	Principal, Assistant Principal, Teachers	As the need arises	<p>Formative Notes: Huffman utilizes Facebook and Twitter as a campus. Teachers also utilize Twitter for each grade/classroom.</p> <p>Summative Notes: Huffman utilizes Facebook and Twitter as a campus. Teachers also utilize Twitter for each grade/classroom.</p>
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.</p> <p>Funding source: State and Local</p>	Principal	Monthly	<p>Formative Notes: PTA board meetings are held monthly with attendance by administration.</p> <p>Summative Notes: PTA board meetings are held monthly with attendance by administration. Additional discussions and meetings are held as needed.</p>
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).</p> <p>Funding source: State and Local</p>	Counselor	Various dates through the year	<p>Formative Notes: Parent Workshops on Social Emotional Health and Setting Limits were provided through Family Education and Guidance Services the first semester. During the second semester, parent workshop topics are Being Mom and Dad and Preparing for Kindergarten. District Parent Involvement Program with 2 other campuses hosted at Huffman in March.</p> <p>Summative Notes: Parent workshops were scheduled as required yet attendance was extremely low. Moving forward, we plan to reach out to the community and find alternative ways for parent education instead of coming to the school.</p>

--	--	--	--

Transition

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

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Counselors	Biweekly	<p>Formative Notes: Counselors use IB-PYP learner profiles and attitudes to drive guidance lessons in order to assist in students learning what it takes to be a successful student.</p> <p>Summative Notes: Guidance lessons were centered around IB PYP Learner Profile and attitudes as well as SEL strategies. If a certain issue was prevalent in a grade level, the counselor addressed it during a lesson.</p>
<p>Parent workshops are offered to all parents enrolling children in kindergarten. During the workshop parents engage in pre-kindergarten activities and are encouraged to work with their children at home. All participants go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Kindergarten Teachers	Spring 2018	<p>Formative Notes: RAMP Up kits were passed out during registration for incoming kindergarten students and also PreK.</p> <p>Summative Notes: All Pre-K registrations received kits. Kits were passed out to parents who attended a RAMP Up meeting on Thursday, April 19th. Two meeting times that day – 7:30 AM and 5:30 PM.</p>
<p>Kindergarten staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)</p> <p>Title I Components: 7 Funding source: State and Local</p>	Kindergarten Teachers	As the need arises	<p>Formative Notes: Staff work together at CMIT meetings and ARDs as needed.</p> <p>Summative Notes: Staff from the early childhood school attended ARDs/CMITs as needed at our campus, and special education teachers attended an ARD at the early childhood school.</p>

Elementary campuses with full day Pre-K Classes – Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. Title I Components: 7 Funding source: State and Local	Kindergarten and PreK Teachers	May 2018	Formative Notes: Big centers is shared with the two groups to incorporate like activities. Summative Notes: Students had the opportunity to walkthrough the kindergarten area, in addition to sharing Big Centers. PreK students also were able to visit music and art as part of the IB PYP.
--	--------------------------------	----------	--

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action: The proficiency rate for STATE CERTIFIED teachers and HIGHLY QUALIFIED paraprofessional staff will meet the 100% target measure.

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	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 2017 to June 2018	Formative Notes: Summative Notes:
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2017 to May 2018	Formative Notes: Summative Notes:
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2017 to June 2018	Formative Notes: Summative Notes:
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2017 to June 2018	Formative Notes: Summative Notes: