



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## Haun Elementary

**Principal:** Jayne Smith

**Mission Statement:**

We love, laugh, and learn together.

**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): **Monday, February 05, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, May 30, 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>	\$ Enter funding \$	Total Funding for # Title I Support Teachers	
<b>Parental Engagement</b>	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
<b>Student and Campus Capacity Building</b>	\$ Enter funding \$	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>	Recruit, support, and retain Teachers and Principals	<b>Goal 3</b>	Connect high school to career and college
<b>Goal 2</b>	Build a foundation of reading and mathematics	<b>Goal 4</b>	Improve 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_TEA/Welcome_and_Overview/TEA_Strategic_Plan/)

**SBIC Committee**

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Candi Rains	Faculty Member	2015	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Savannah Miske	Faculty Member	2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Jennifer McCarty	Faculty Member	2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rachel Rice	Faculty Member	2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Sarah Cravens	Faculty Member	2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Andrea Rich	Faculty Member, Special Ed	2016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jayne Smith	Principal	2007	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Eryn Gradig	District Professional	2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sarah Daigrepoint	Campus Professional, Non-teaching	2016	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Marjorie Edge	Support Staff Member	1997	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Molly Kaplan	Parent-Selected by PTA	2017	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yuki Olinger	Parent-Selected by Principal	2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pawan Danta	Parent	2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diana Koon	Parent	2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latoyal Robison	Parent	2017	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sherica Newson	Parent	2017	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Lee	Community Member	2017	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Patricia Hempstead	Community Member	2016	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Zack Rosemore	Business Representative	2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ana Ortiz	Business Representative	2017	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ty Karl	Assistant Principal	2017	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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
<p><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.</p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><b>Violence Prevention and Bullying</b></p>	<p><b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>6 (Strategies to Increase Parental Involvement)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>7 (Transition)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>
<p><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.</p>	<p><b>1 (Comprehensive Needs Assessment)</b> <b>3 (Instruction by State Certified Staff)</b> <b>4 (High-Quality Professional Development)</b> <b>5 (Strategies to Attract State Certified Teachers)</b> <b>10 (Coordination and Integration)</b></p>	<p><b>All</b></p>

**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. Define high-yield social-emotional strategies and reinforce their use in all classrooms in order to further support the academic learning of all students.
2. Supplement classroom interventions with targeted support for students who perform below grade level curriculum.
3. Supplement classroom interventions with targeted support for students who demonstrate early mastery of the curriculum.
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**

**Critical Action:** Define high-yield social emotional strategies and reinforce their use in all classrooms in order to further support the academic learning of all students.

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Grade Level team Members, Specialists, Specials, Special Education							
<b>Materials and Resources:</b>	Lesson Plans, Local and State Assessments, PISD Curriculum, CASEL materials, book studies, peer observation sheets							
<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 type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 1:**

<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>
1. Collaboration between individual staff members, grade level teams, Haun's PLC group and Plano SEL coordinators will occur in order to study and facilitate SEL in-depth learning to utilize within each classroom.  2. Staff will collaborate to review, research and implement morning meetings and academic circles.  3. The principal and PLC (SEL) staff will create a minimum of two faculty training sessions to study CASEL and strategies to utilize connected to each of the five domains.  4. Peer observation forms will be provided for staff to reflect on their current SEL teaching methods and how to collaborate with one another in order to improve instructional practices and benefit the social emotional growth of all students.  5. Communication regarding SEL will be shared at PTA meetings, parents via e-news, phone master, videos, Husky	1. Weekly grade level meetings, Monthly PLC meetings, Peer reflections (Oct. and Feb.), 2 faculty meetings  2. Weekly team meetings, Monthly PLC, Faculty Trainings 2x/year  3. Faculty meetings October and February. MLP sign-in  4. Peer observations three times over the course of the school year	1. Meeting agendas/notes, peer feedback forms  2. Meeting agendas, notes, administrative observations  3. Faculty meeting agenda, staff exit tickets  4. Teacher reflections on observation forms, staff survey  5. Emails, newsletters, information sent to parents	<p><b>Formative Notes</b></p> <ul style="list-style-type: none"> <li>- 5<sup>th</sup> grade teachers are currently participating in a book study, focusing on social and emotional learning. Teacher meet weekly in order to discuss material from chosen book.</li> <li>- School counselor leads morning announcements twice/week, with an emphasis on coping/calming techniques. These strategies are utilized by teachers during daily community circles and other social-emotional learning opportunities.</li> <li>- Student and staff surveys conducted in January 2018 in order to gauge effectiveness of morning circles. Teachers have us used a 'Morning Meeting' book to help guide these lessons, noting that rapport amongst students is much improved when compared to past years. Levels of</li> </ul>

<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>Bark (PTA newsletter), and articles from administration and the counselor.</p> <p>6. A student advisory panel with the principal will be created during the second semester to discuss the impact of SEL on social, emotional and academic growth on their learning.</p> <p>7. Parent education classes held, focusing on mindfulness and general SEL topics.</p>	<p>5. Four times/year communication with parents and community members</p> <p>6. Meetings every nine weeks.</p> <p>7. Once a semester</p>	<p>6. Student questions, Anecdotal notes</p> <p>7. Parent sign-in sheet and materials/handouts</p>	<p>respect, manners, and empathy are all more noticeable.</p> <ul style="list-style-type: none"> <li>- Staff participated in a modified first five days upon return from Winter Break. Teachers and students participated in various social-emotional learning activities throughout the instructional day in order to reestablish positive classroom culture.</li> <li>- Grade levels offered social-emotional learning experiences for parents during school wide event, 'Academic Night', held in October 2017.</li> <li>- Professional development opportunities centered upon social-emotional learning for staff. SEL coaches presented to staff in September 2017, offering resources for community circles. Staff was given strategies for social-emotional learning of G/T students in December 2017.</li> <li>- Staff have been provided with resources related to social-emotional learning on a shared Google Drive. These files are a collection of materials gathered by school counselor and SEL PLC, as well as other staff members.</li> <li>- Peer observations assignments given in January 2018, with a due completion date of May 2018. Each staff member will complete three observations in the spring semester, and will be asked to</li> </ul>

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			<p>make note of social-emotional learning techniques, activities, etc. that are witnessed during each session.</p> <ul style="list-style-type: none"> <li>- Student advisory panel meetings began January 2018. Each meeting will host approximately five fifth grade students, with pre-planned social-emotional learning questions presented to each student. Results will be gathered and analyzed by administration and counselor in June 2018.</li> <li>- Social-emotional parent workshops held in November 2017 and January 2018. Sessions provided community members with information related to social-emotional learning practices utilized during the school day, as well as tips for implementation at home.</li> </ul> <p><b><u>Summative Notes</u></b></p> <ul style="list-style-type: none"> <li>- Modeled ‘calm down’ strategies have been utilized throughout the building. Each grade level has an established ‘cool down’ area, which allow students to independently reestablish a positive mindset. Teachers report that this is utilized throughout the day, and that all students have been explicitly taught how to use these tools.</li> <li>- Each grade level utilized lessons from ‘The Morning Meeting Book’ to help with lessons, plans, and other related</li> </ul>



<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>resources. Morning meetings were a daily school-wide expectation for all classroom teachers.</p> <ul style="list-style-type: none"> <li>- Mid-year staff and student surveys were utilized to help develop future goals related to social and emotional learning. Additionally, a parent survey was given in May of 2018. Based on results, a focus on Restorative Practices and Self-Awareness will be in place moving forward.</li> <li>- Staff utilized peer observations to gain insight into social and emotional practices taking place in other classrooms. On a staff survey related to goal-setting, positive feedback was given related to these observations, with comments indicating staff saw the value in observing social and emotional practices across the campus.</li> <li>- Student survey results shed light onto the impact student’s feel social and emotional learning has had on their fifth grade experience. Many students report that morning circles have allowed them to get to know their classmates better, and that bullying is not a common issue.</li> <li>- Parent workshops for social and emotional learning were held in each semester. Attendance for each event was high, and positive feedback was</li> </ul>

<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>given to the school counselor. Results from the parent SEL survey will shape future parent workshops</p> <p><b>Reflections</b></p> <ul style="list-style-type: none"> <li>- The various approaches listed above proved to be effective means in which to introduce/immerse staff, students, and community in social and emotional learning. The overall effectiveness of this goal was evident throughout the building on a daily basis. Given the feedback/evidence available, current social and emotional learning practices will remain in tact, and additional avenues will be explored. Further study into various societal needs (low-ses, etc.) will be analyzed in order to better meet the needs of our student population.</li> </ul>

**Critical Action 2**

**Critical Action:** Supplement classroom interventions with targeted support for students who perform below grade level curriculum.

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Grade Level team Members, Specialists, Specials, Special Education							
<b>Materials and Resources:</b>	Lesson Plans, Local and State Assessments, PISD Curriculum							
<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 type="checkbox"/> Other:

**Strategies for Accomplishing Critical Action 2:**

<p style="text-align: center;"><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 style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
<ol style="list-style-type: none"> <li>1. Instructional support staff hosts weekly ‘Teacher Talk’, during which time interventions are discussed in all academic areas. Recommendations are then implemented for a 4-6-week period of time, during which Response to Intervention documentation is kept in order to monitor student progress.</li> <li>2. Identify through informal and formal assessments students who fall below grade level. Students will be discussed monthly through Kid Talk and/or CMIT. Kid Talk is a school-wide process used to provide documentation of the process used to identify students for extra assistance. These meetings incorporate accommodations for curriculum activities. New interventions are added as needed to increase effectiveness of research-based strategies. Instructional team, as well as administrators, provide ideas of different interventions to help grade level teachers reach each students’ highest potential. Data analyzation will occur to identify specific gaps in learning and utilize research based instructional strategies to support student learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. 5 meetings per year with each Instructional Support Specialist</li> <li>2. Monthly Kid Talk and CMIT meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. Meeting agenda and/or notes, end of year staff survey, RTI documentation</li> <li>2. Kid Talk and CMIT notes, RTI documentation</li> </ol>	<p><b>Formative Notes</b></p> <ul style="list-style-type: none"> <li>- Grade level teams and support staff meet weekly, collaborating on effective instructional strategies related to intervention of students performing below grade level. Teachers report that this time has been an effective means of attaining strategies to use with struggling learners. Staff that meets with classroom teachers includes Instructional Specialist, ESL, Librarian, and Special Education.</li> <li>- Weekly teacher talk meetings, as well as monthly Kid Talk, focus on best practices for students performing below grade level. Teachers bring student concerns to attention, and research-based strategies are recommended. Instructional support and administration provide additional support/resources as needed.</li> </ul>

<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>3. Provide intentional support for students who fall below grade level. Identify pre-requisite skills students must possess in order to engage with new learning content. 30 minutes of targeted Intervention time (I/E) utilized daily in order to teach prerequisite skills needed for classroom instruction. Classroom teachers focus on scaffolded instruction of grade-level TEKS during this same instructional period. TEKS-based intervention materials utilized for daily Tier 2 and Tier 3 small group instruction. Research based materials, including TEA resources and manipulatives are used during this time.</p> <p>4. Analyze student data and discuss effectiveness of student interventions.</p> <p>5. Staff Professional Learning Community (PLC) focuses on providing resources and support for students in need of intense intervention in order to perform at grade level.</p>	<p>3. Daily intervention instruction</p> <p>4. Monthly Kid Talk and CMIT meetings</p> <p>5. Monthly PLC meetings</p>	<p>3. Lesson plans</p> <p>4. Kid Talk and CMIT notes, teacher anecdotal stories</p> <p>5. PLC Meeting Agenda/Notes</p>	<ul style="list-style-type: none"> <li>- Formal and Informal assessments used in order to target students falling below grade level. Intense, targeted interventions have been provided during I/E time, with on-going progress monitoring. Student groups are adjusted as a result of progress monitoring, assessments, etc. Additional support programs such as 'Homework Club' are used in order to provide additional instruction for students before school. Teachers report this as an effective means of reaching students in need.</li> <li>- MAP, TPRI, IRI, ELPS, and other forms of assessment are used to guide instruction and provide intervention. These data sources allow teachers to group students into effective instructional groups. Teams meet with appropriate support staff member in order to develop the most effective interventions. Groups meet during classroom both traditional instructional and additional Intervention/Enrichment times.</li> <li>- Teachers in various grade levels (2, 4, 5) utilize pre-assessments in math in order to plan and provide appropriate Teachers note that this has been an effective practice, as it allows them to better serve their at-risk students and provide the most appropriate instruction.</li> </ul>

<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><b><u>Summative Notes</u></b></p> <ul style="list-style-type: none"> <li>- A staff survey, reflecting on various school-wide initiatives, was given in April of 2018. Feedback received from staff indicate that teachers feel weekly meetings with support staff (Teacher Talk) had positive implications on their instruction. Teachers noted that they were able to get timely feedback on strategies that would directly influence student achievement.</li> <li>- Varieties of data tools, as well as instructional strategies, were utilized in order to provide interventions for students in need of additional support. End of year testing (MAP, 5<sup>th</sup> grade STAAR) indicate that these practices were successful, as student achievement was higher when compared to previous years. Several grade’s MAP scores, for example, show higher levels of growth than the previous school year. Additionally, traditionally lower-performing students attained high levels of success on 5<sup>th</sup> grade reading and math STAAR, indicating successful intervention strategies.</li> </ul> <p><b><u>Reflections</u></b></p> <ul style="list-style-type: none"> <li>- Through weekly ‘Teacher Talk’ meetings held between classroom</li> </ul>

<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>teachers and support staff, teachers were able to gain valuable insight into intervention strategies. Given the effectiveness of these meetings, adjustments will be made in order to increase the frequency of these meetings. Moving forward, staff will have the opportunity to received targeted intervention strategies, in the form of PLC groups and Academic Teams (Writing, Math, Reading). Additionally, district representatives will be brought on campus in order to refine planning practices. This will allow teams to further understand effective ways of meeting the needs of their students.</p>

### Critical Action 3

**Critical Action:** Supplement classroom interventions with targeted support for students who demonstrate early mastery of the curriculum.

<b>Project Lead:</b>	Principal							
<b>Staff, Title I Staff:</b>	Grade Level team Members, Specialists, Specials, Special Education							
<b>Materials and Resources:</b>	Lesson Plans, Local and State Assessments, PISD Curriculum							
<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 type="checkbox"/> Other:

#### 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>
<ol style="list-style-type: none"> <li>The master schedule provides opportunities for extended learning time, with the incorporation of Enrichment time. Teachers will utilize the enrichment time allocated on the Master Schedule to meet with students based on learning continuum in order to enrich grade level TEKS content.</li> <li>Faculty meetings held in order to enhance understanding of targeted support for advanced learners. Teachers are provided with materials, resources, and research based strategies to meet the needs of this student population.</li> <li>Instructional support staff members (PACE, Library) host weekly ‘Teacher Talk’, focusing on enrichment activities, including, curriculum extensions, Genius Hour, and project-based learning (PBL) lessons, discussed in all academic areas. Teachers focus on the design and implement differentiated learning opportunities for advanced learners to enhance 21<sup>st</sup> skills – collaboration, creativity, critical thinking.</li> <li>Staff meetings, hosted by district representative, centered upon analyzation of MAP/PES data, including ways in</li> </ol>	<ol style="list-style-type: none"> <li>Weekly, in class</li> <li>Faculty meetings</li> <li>Teacher Talk (five times/year)</li> <li>District personnel meeting with</li> </ol>	<ol style="list-style-type: none"> <li>Lesson plans, student work</li> <li>Faculty meeting notes, exit tickets</li> <li>Meeting agenda and/or notes</li> <li>End of year staff survey, agenda minutes</li> </ol>	<p><b>Formative Notes</b></p> <ul style="list-style-type: none"> <li>Teachers in all grade levels utilize allotted Enrichment time (I/E), provided on master schedule, to reach students demonstrating early mastery of grade level content. 5<sup>th</sup> grade students, for example, work with the librarian on STEAM based activities, novels studies, and other forms of enrichment. Project based learning activities are planned each semester in 4<sup>th</sup> grade, and 1<sup>st</sup> grade uses MAP scores to plan enrichment groups. Additionally, second through fifth grade students participate in math enrichment program, Continental Math.</li> <li>PACE teacher led faculty meeting in November 2017, providing enrichment activities for students in need of enrichment. Additionally, teams participate in ‘Teacher Talk’, during which time the PACE teacher provides</li> </ul>

<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>which to enhance learning for students demonstrating early mastery.</p> <p>5. Professional Learning Community (PLC), focused on advancement and enrichment, provides materials, resources, and research-based strategies for students demonstrating early mastery of content curriculum.</p>	<p>teams (twice/year)</p> <p>5. Monthly PLC Meetings</p>	<p>5. PLC agenda, end of year staff survey</p>	<p>resources encouraging higher-level thinking.</p> <ul style="list-style-type: none"> <li>- Teachers were provided with resources for working with students demonstrating early master in the fall of 2017. Support on how to challenge these students is ongoing, and teachers report that guidance has been provided on how to advocate for students whom are not official identified as 'gifted'.</li> <li>- Librarian provides staff with STEAM-based activities for staff, with guidance and instruction on how to utilize with students. Teachers have found these resources both useful and highly accessible.</li> <li>- Jennifer Ruth provided staff with instruction on how to analyze PES scores in August and September 2017. Discussion related to quintiles focused on how to best reach the highest level of learner. Teachers were then put in touch with campuses with similar data, which allowed teams to share resources for reaching students demonstrating early mastery.</li> </ul>
<p>Identify students demonstrating early mastery through pre-assessment measurement tools.</p> <p>1. Use of pre-assessments discussed and planned through Professional Learning Communities (PLC) and during team meetings. Implementation of assessments are to be done</p>	<p>1. Pre-assessments used, PLC notes</p>	<p>○ Notes from team meetings</p>	<ul style="list-style-type: none"> <li>- Pre-assessments used in order to determine students demonstrating early mastery. Students are then allowed the opportunity to further their learning in a variety of ways.. Fifth grade students, for example,</li> </ul>



<p style="text-align: center;"><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 style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
<p>prior to curriculum units in order to provide opportunity to identify students demonstrating mastery of upcoming content.</p>			<p>utilize advanced math curriculum. Students in other grades provide students access to STEAM materials in lieu of traditional grade level content.</p> <p><b>Summative Notes</b></p> <ul style="list-style-type: none"> <li>- A staff survey, reflecting on various school-wide initiatives, was given in April of 2018. Feedback received from staff indicate that teachers feel weekly meetings with support staff (Teacher Talk) had positive implications on their instruction. Teachers noted that they were provided with valuable enrichment resources, which were easily integrated into their instructional day.</li> <li>- Additional STEAM related activities were purchased, with staff training provided during team planning and in the enrichment PLC. BreakoutEDU boxes, for example, allowed teachers incorporate TEKS into higher-level thinking activities. Teachers noted that there were higher levels of engagement, with students actively participating in these enrichment activities.</li> <li>- Information provided by Jennifer Ruth allowed teachers to gain a better understanding of the various quintiles found in MAP data. Teachers were better equipped to form meaningful groupings, plan appropriate activities, and provide students with the most</li> </ul>

<p style="text-align: center;"><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 style="text-align: center;"><b>Implementation Timeline per Action Step</b></p>	<p style="text-align: center;"><b>Implementation Evidence per Action Step</b></p>	<p style="text-align: center;"><b>Formative &amp; Summative Notes per Action Step</b></p>
			<p>beneficial enrichment resources/activities.</p> <ul style="list-style-type: none"> <li>- A variety of data tools, as well as instructional strategies, were utilized in order to provide interventions for students in need of enrichment opportunities. End of year testing (MAP, 5<sup>th</sup> grade STAAR) indicate that these practices were successful, as student achievement was higher when compared to previous years. Fifth grade STAAR scores, for example, show higher levels of growth than the previous school year. Additionally, a high number of students achieved the 'Masters' level or performance on Reading and Math STAAR.</li> </ul> <p><b><u>Reflections</u></b></p> <ul style="list-style-type: none"> <li>- The professional learning community established proved to be one of the more effective groups on campus. This group collaborated with district representatives to providing enrichment resources to our students attaining early mastery. Moving forward, this group will continue to explore resources, analyze data, and build meaningful learning opportunities. Additionally, district representatives will be brought on campus in order to refine planning practices. This will allow teams to further understand effective ways of meeting the needs of their students.</li> </ul>

## 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</b>							
<b>Staff, Title I Staff:</b>	<b>Grade Level team Members, Specialists, Special Education</b>							
<b>Materials and Resources:</b>	<b>Lesson Plans, Local and State Assessments, PISD Curriculum</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 type="checkbox"/> Other:

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

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
<p><b>SW #17 - Proactively develop intervention plans for students performing below grade level</b></p> <ul style="list-style-type: none"> <li>○ Students performing below grade level receive daily Tier II and Tier III instruction using district resources.</li> <li>○ Documentation of interventions are maintained through Response to Intervention (RTI), with progress monitored after a four to six-week period.</li> </ul> <p><b>SW #17 - Provide proactive support for students performing below grade level</b></p> <ul style="list-style-type: none"> <li>○ Classroom teachers develop intervention groups based on a variety of data points (STAAR, MAP, TPRI).</li> <li>○ The master schedule allows for 30 minutes of intense intervention instruction each day for students performing below grade level. This is in addition to Tier II and Tier III instruction.</li> </ul> <p>Pre-requisite skills are taught for students performing below grade level prior to a unit’s beginning.</p> <p><b>SW #17 - Provide academic support aligned with the district curriculum</b></p> <p>Classroom teachers collaborate with one another, as well as Instructional Support team to ensure effective, research-based practices are implemented during Tier II and Tier III instruction.</p>	<p>Daily Tier II and Tier III instruction</p> <p>Monthly ‘Kid Talk’ meetings/notes</p> <p>Weekly meetings with Instructional Team</p> <p>Weekly team planning</p> <p>Daily Intervention</p> <p>Daily guided reading instruction</p>	<p>Response to Intervention documentation</p> <p>Assessment data</p> <p>Lesson plans</p> <p>‘Teacher Talk’ notes</p> <p>Master Schedule</p> <p>SPED staff data collection records</p> <p>Guided reading lesson plans</p> <p>Meeting notes, resources provided</p>	<p><b>Formative Notes</b></p> <ul style="list-style-type: none"> <li>- Grade level teams and support staff meet weekly, collaborating on effective instructional strategies related to intervention of students performing below grade level. Teachers report that this time has been an effective means of attaining strategies to use with struggling learners. Staff that meets with classroom teachers includes Instructional Specialist, ESL, Librarian, and Special Education.</li> <li>- Weekly teacher talk meetings, as well as monthly Kid Talk, focus on best practices for students performing below grade level. Teachers bring student concerns to attention, and research-based strategies are recommended. Instructional support and administration provide additional support/resources as needed.</li> <li>- Formal and Informal assessments used in order to target students falling below grade level. Intense, targeted interventions have been provided during I/E time, with on-going progress monitoring.</li> </ul>

<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>Weekly meetings with Instructional Team are termed 'Teacher Talk'.</p> <p><b>SW #17 - Evaluate the effectiveness of student interventions</b></p> <p>Monthly 'Kid Talk' meetings held with Principals, Instructional Support, and Classroom Teachers review RTI and offer intervention strategies</p> <p><b>CL #13 - Provide tutorials that target specific objectives</b></p> <ul style="list-style-type: none"> <li>30 minutes daily intervention written into master schedule (I/E time) allows for targeted reading instruction</li> </ul> <p>Guided reading instruction provided on student's instructional level.</p> <p><b>CL #14 - Seek support from team members to assist students performing below grade level</b></p> <ul style="list-style-type: none"> <li>Campus instructional specialist provides research-based instructional materials/strategies specifically targeted toward reading</li> <li>Special Education District representatives provide materials/resources to supplement Special Education reading instruction</li> </ul> <p><b>CL #14 - Seek support from multiple staff members</b></p> <ul style="list-style-type: none"> <li>Para-professionals as well as Special Education teachers provided targeted reading support during classroom instruction. Additionally, students are pulled for additional small group and/or individual instruction</li> <li>Weekly 'Teacher Talk' meetings held with Special Education staff to provide support, resources, and research-based strategies for classroom teachers.</li> </ul> <p><b>CL #14 - Seek support from parents</b></p> <ul style="list-style-type: none"> <li>'A to Z' reading program sent home for parent/student use</li> <li>Reading intervention program, 'Triumphs', sent with students for use at home</li> <li>Instructional level reading materials sent home (Leveled readers, Read Works passages)</li> </ul>	<p>Weekly meetings with Instructional Specialist</p> <p>Monthly communication with District representatives</p> <p>Daily push-in and pull-out instruction</p> <p>Weekly assignments</p> <p>Monthly reading passages</p>	<p>Communication logs</p> <p>Student schedule</p> <p>Student progress reports (online)</p> <p>Parent communication logs</p> <p>Student work samples</p>	<p>Student groups are adjusted as a result of progress monitoring, assessments, etc. Additional support programs such as 'Homework Club' are used in order to provide additional instruction for students before school. Teachers report this as an effective means of reaching students in need.</p> <ul style="list-style-type: none"> <li>MAP, TPRI, IRI, ELPS, and other forms of assessment are used to guide instruction and provide intervention. These data sources allow teachers to group students into effective instructional groups. Teams meet with appropriate support staff member in order to develop the most effective interventions. Groups meet during classroom both traditional instructional and additional Intervention/Enrichment times.</li> <li>Teachers in various grade levels (2, 4, 5) utilize pre-assessments in math in order to plan and provide appropriate Teachers note that this has been an effective practice, as it allows them to better serve their at-risk students and provide the most appropriate instruction.</li> </ul> <p><b>Summative Notes</b></p> <ul style="list-style-type: none"> <li>A staff survey, reflecting on various school-wide initiatives, was given in April of 2018. Feedback received from staff indicate that teachers feel weekly meetings with support staff (Teacher Talk) had positive implications on their instruction. Teachers noted that they were able to get timely feedback on strategies that would directly influence student achievement.</li> <li>Varieties of data tools, as well as instructional strategies, were utilized in order to provide</li> </ul>

<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>
			interventions for students in need of additional support. End of year testing (MAP, 5 <sup>th</sup> grade STAAR) indicate that these practices were successful, as student achievement was higher when compared to previous years. Several grade's MAP scores, for example, show higher levels of growth than the previous school year.

## 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> Committee consists of 15 members. Goals have been set and are in action. Goals include:</p> <ol style="list-style-type: none"> <li>1. Students will improve their overall healthy habits</li> <li>2. Students will participate in grade level events and lessons related to wellness, safety, and nutrition</li> <li>3. The Haun community will be presented with various activities to promote a healthy lifestyle.</li> </ol> <p><b>Summative Notes:</b> More than 30% of the student population participated in events such as 'Walk to School Day'. Additionally, the school-wide jogging club included 100% student participation, with several attaining their grade level laps goal. Students were encouraged to have healthy eating habits through the weekly 'Taste Test' during which the school Nurse and FANS Manager would visit classrooms in order to share and discuss a variety of foods. Overall, more than 20 classes were visited during the 2017-2018 school year.</p>
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	<p><b>Formative Notes:</b> One 3<sup>rd</sup> grade parent is a member</p> <p><b>Summative Notes:</b> Parent attended the majority of the meetings, which is documented on the sign-in sheets.</p>
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting, i.e.	Principal	Coordinated School Health Curriculum	<p><b>Formative Notes:</b> Components are presented within each daily lesson when appropriate.</p> <p><b>Summative Notes:</b></p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	classroom component requires use of a classroom.			Lesson plans document the implementation of this curriculum.
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	Bulletin board was removed from outside of 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	<p><b>Formative Notes:</b> To date, all events have been advertised in all media outlets at Haun.</p> <p><b>Summative Notes:</b> Promotion of events took place in a variety of ways – school and PTA newsletters, phone master messages, and social media.</p>
<b>FITNESS:</b>				
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	<p><b>Formative Notes:</b> Fifth graders were videotaped to establish pretest for Push up component of the fitnessgram.</p> <p><b>Summative Notes:</b> Students in all grade levels made adequate progress, which is evident in their post-test results. Additionally, students report that the video feedback received was more beneficial than in years past.</p>
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 (4 <sup>th</sup> grade and 7 <sup>th</sup> grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	<p><b>Formative Notes:</b> Data is being entered into the fitnessgram link when gathered.</p> <p><b>Summative Notes:</b> All students in grades 3-8 participated, with 4<sup>th</sup> grade students receiving progress reports.</p>
<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	<p><b>Formative:</b> Master schedule ensures all students have access to physical education instruction.</p> <p><b>Summative:</b> Lesson plans are developed ensuring students have minimal resting time.</p>

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	
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><b>Formative:</b> Lesson plans reflect this.</p> <p><b>Summative:</b> Weekly lesson plans ensure students are active.</p>
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	<p><b>Formative:</b> Master schedule allows for all grades to participate in unstructured recess.</p> <p><b>Summative:</b> All students had access to unstructured recess for the 2017-2018 school year.</p>
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	<p><b>Formative:</b> Teachers have been encouraged to allow students time to ‘cool-down’, as well as opportunities more movement through ‘brain breaks’.</p> <p><b>Summative:</b> Social and emotional practices have encouraged mindfulness, with teachers using a variety of pre-planned strategies. Additionally, resources such as ‘Go Noodle’ are used in order to give students short ‘brain breaks’.</p>
<b>ATTENDANCE:</b>				
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	<p><b>Formative:</b> Attendance is being monitored by school principals and secretary</p> <p><b>Summative:</b> Documentation of truancy concerns was maintained by assistant principal throughout the year. State and District protocol was followed for all truancy concerns.</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	<b>PREVENTION:</b>			
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	<b>Formative Notes:</b> Staff will be given information in the fall of 2017. <b>Summative Notes:</b> All staff completed required training.
	Daily Community Circles in All Classrooms	Classroom Teachers	Morning Meeting Book/Faculty Training	<b>Formative Notes:</b> Staff will be expected to hold daily morning meetings. <b>Summative Notes:</b> Each grade level utilized lessons from 'The Morning Meeting Book' to help with lessons, plans, and other related resources. Morning meetings were a daily school-wide expectation for all classroom teachers.
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	<b>Formative Notes:</b> Staff will be given information in the fall of 2017. <b>Summative Notes:</b> All staff completed required training.
	Review referral process.	Principal or designee	Campus referral plan	<b>Formative Notes:</b> Staff will be given information in the fall of 2017. <b>Summative Notes:</b> All staff followed appropriate protocol.
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	<b>Formative Notes:</b> Kid Talk and CMIT meetings will be used to help provide behavior support <b>Summative Notes:</b> Monthly Kid Talk meetings with staff provided an opportunity to discuss behavior interventions. In more extreme cases, CMIT

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				meetings were used to involve the parent in a more formal process related to these behavior concerns.
	Implement campus/district referral plans.	Principal or designee	Campus/District Referral Plans	<p><b>Formative Notes:</b> Administrators will follow all appropriate protocol.</p> <p><b>Summative Notes:</b> Administrators maintain records related to discipline.</p>
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	<p><b>Formative Notes:</b> Social and emotional practices will be implemented in order to build community, with the goal of few discipline issues. When needed, staff is aware of protocol related to discipline management.</p> <p><b>Summative Notes:</b> Administrators maintain record of discipline concerns.</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)
<b>All Students</b>	<b>PREVENTION:</b>			
	Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	<p><b>Formative Notes:</b> Parents will be given information during registration</p> <p><b>Summative Notes:</b> Student expectations are reviewed regularly, including on morning announcements. The ‘Husky Promise’ is recited weekly in order to reinforce campus expectations.</p>
	Acknowledge and celebrate appropriate citizenship	All staff	Assemblies, Positive phone calls to families	<p><b>Formative Notes:</b> Assemblies for each nine-week grading period are planned.</p> <p><b>Summative Notes:</b> During each assembly, celebrations related to citizenship, extracurricular activities and other student achievements were shared.</p>
<b>All Students</b>	<b>EDUCATION:</b>			
	Anti-bullying guidance lesson (min of three times/ year)	Counselor	District Anti-Bullying Curriculum	<p><b>Formative Notes:</b> Lessons will be explicitly taught.</p> <p><b>Summative Notes:</b> Lessons were successful taught to each grade level.</p>
	R-Time social skills training	All teachers	R-Time Curriculum	<p><b>Formative Notes:</b> Lessons will be explicitly utilized within the classroom</p> <p><b>Summative Notes:</b> Lessons were successful taught to each grade level.</p>
	Conflict resolution classes	Counselor	Kelso’s Choices Curriculum	<p><b>Formative Notes:</b> Lessons will be explicitly taught.</p> <p><b>Summative Notes:</b> Lessons were successful taught to each grade level.</p>
<b>All Students</b>	<b>INTERVENTION:</b>			
	Apply classroom interventions.	All teachers	Staff/CMIT and 504 Teams	<p>(Please complete cells below)</p> <p><b>Formative Notes:</b> Students will be monitored through monthly meetings.</p> <p><b>Summative Notes:</b></p>

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				Monthly meetings were held, with documentation of recommendations maintained with the Administrators, Instructional Specialist and Counselor.
	Employ discipline interventions.	Designated staff	Staff/Behavioral support team	<p><b>Formative Notes:</b> Students will be monitored through monthly meetings.</p> <p><b>Summative Notes:</b> Monthly meetings were held, with documentation of recommendations maintained with the Administrators, Instructional Specialist and Counselor.</p>
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	CMIT/Kid Talk	<p><b>Formative Notes:</b> Students will be monitored through monthly meetings.</p> <p><b>Summative Notes:</b> Monthly meetings were held, with documentation of recommendations maintained with the Administrators, Instructional Specialist and Counselor.</p>
	Conference with parents/students.	Teachers or other staff	Teachers/Admin Support	<p><b>Formative Notes:</b> Conferences will be held three times in K-2, and once in 3-5. Additional conferences will be conducted as needed.</p> <p><b>Summative Notes:</b> Documentation of parent meetings was maintained by appropriate staff. Communication logs, CMIT paperwork, and other conferencing materials serve as evidence of meeting minutes.</p>
	Use of 'Buddy Bench' during recess, with instruction for use by students	All Staff	Teacher Support	<p><b>Formative Notes:</b> Buddy Bench was introduced to staff in the fall of 2017</p> <p><b>Summative Notes:</b> Staff reports that the Buddy Bench is utilized on a daily basis.</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. <b>Title I Components: 1, 6, 10</b> <b>Funding Sources: SCE, Title I and Local</b>	Weekly team emails to parents/enews	Weekly email communication with parents	- Parents registered via Parent Portal during registration. Weekly communication is sent through e-news.
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>	District technology team in connection with Haun CTA	Documentation of resources given to parents, maintained by CTA	-
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Staff news, articles, and photographs	Monthly updates posted on various mediums	- School website provides updated information on campus events, district news, etc.
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Office manager	Weekly enews communication	- Weekly e-news communication.
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Facebook/Twitter accounts, Haun website, Admin/CTA	Weekly updates to various communication mediums	- Parents and community are informed about classroom/school events through campus Facebook and Twitter accounts. Grade levels send weekly emails regarding grade-level specific happenings.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	PTA president and representatives monthly meetings with administration	Meeting minutes and/or agendas	- PTA president and representatives meet monthly with principal in order to discuss school events. Topics have include social-emotional learning, parent workshops, testing dates, and school events.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	Counselor and PTA schedule yearly presentations	Plans for presentations 4 times a year	- Presentations have included social-emotional learning workshops for parents and testing/assessment informational seminar.

## 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>	Guidance Counselor and Guidance Curriculum	Every other week throughout the year 2017-2018	Formative Notes:  Summative Notes:
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 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>	Special Education Team Leader	Individual student annual ARD meetings from Pre-K to K	
<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>			

## 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	n/a
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	