



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

## Martha Hunt Elementary

Principal: **Arron Moeller**

Mission Statement:

**Martha Hunt Elementary is dedicated to academic excellence in a child focused environment where all children can succeed.**

## 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): **Thursday, October 05, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Thursday, February 08, 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>	<u>Recruit</u> , <u>support</u> , and <u>retain</u> Teachers and Principals	<b>Goal 3</b>	Connect high school to <u>career</u> and <u>college</u>
<b>Goal 2</b>	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	<b>Goal 4</b>	<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/](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
Laura Bray	Faculty Member	2017-2018	x	x	x
Carole Greer	Faculty Member	2016-2017	x	x	x
Danielle Walker	Faculty Member	2017-2018	x	x	x
Lisa Garner	Faculty Member	2016-2017	x	x	x
Marissa Evans	Faculty Member	2017-2018	x	x	x
Rich Woodard	Faculty Member	2016-2017	x	x	
Carrie Canaday	Faculty Member, Special Ed	2016-2017	x	x	
Arron Moeller	Principal	2012-2013	x	x	x
Elly Ried	District Professional	2014-2015	x	x	x
Mary Duncan	Campus Professional, Non-teaching	2012-2013	x	x	x
Anne Marble	Support Staff Member	2014-2015	x	x	x
Donna Seaman	Parent-Selected by PTA	2017-2018			
Mitzi Behnke	Parent-Selected by Principal	2015-2016	x	x	x
Angela McCoy	Parent	2017-2018			
Emese Berry	Parent	2017-2018		x	x
Mary Lopez	Parent	2017-2018		x	x
Noha Abdel-Salam	Parent	2017-2018			
Aruna Syamsundar	Parent	2017-2018			
Jerry Cowan	Community Member	2012-2013	x	x	
Donna Brown	Community Member	2012-2013	x	x	
Amir Farahmand	Business Representative	2014-2015	x	x	x
Jon Lashbrook	Business Representative	2012-2013			

## District-Wide Goals

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

District-Wide Goals	Title I Components	Applicable Student Groups
<b>Health, Fitness and Attendance:</b> The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.	10 (Coordination and Integration)	All
<b>Violence Prevention and Bullying</b>	10 (Coordination and Integration)	All
<b>Parental Involvement:</b> The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
<b>Transition:</b> The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
<b>State Certified Teachers and Highly Qualified Paraprofessional Staff:</b> The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)	All

## Summary of Critical Actions

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

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

School Wide and/or Targeted Grade Level Critical Actions
1. Collaborate in teams focused on curriculum, instruction, and assessment
2. Participate in peer classroom visits in order to improve the instructional practices of the campus
3. Develop a plan to grow staff and student's knowledge and skills in positive social and emotional health and best practices
4. Supplement existing interventions to assist each student in mastering grade-level learning objectives
<b>Critical Actions to Address Missed State Safeguards:</b> <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:

<b>Project Lead:</b>	<b>Principal, Assistant Principal, Instructional Specialist</b>							
<b>Staff, Title I Staff:</b>	<b>All teachers</b>							
<b>Materials and Resources:</b>	<b>TEKS, PISD Curriculum, curricular resources, professional videos and literature</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 Action 1:

<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>
Collaborate in teams focused on curriculum, instruction and assessment.  TEA Strategic Priorities Goal #1 and #2			Formative Notes:  Summative Notes:
Grade level Professional Learning Communities will continue to refine practices of collaborative planning and the use of <i>Smart Goals</i> to include common assessments. PLC's will review and process videos depicting teams successfully engaged in collaborative planning, journal articles, and book excerpts to identify best practices for improvement of their own processes.	October 2017- May 2018 during monthly campus Professional Learning Community (PLC) meetings and weekly curriculum planning meetings	Monthly PLC minutes, samples of assessments, responses to videos, articles, and excerpts	August 15 – Campus PD for professional staff in district provided Module One: Setting Your Team Up For Planning Success  January – Team leaders share with teams district provided Module Two: Collaborative Planning and Unwrapping of the Standards  November and January TL meetings – group processing of excerpts from <i>Simplifying Common Assessment: A Guide for Professional Learning Communities at Work</i> and replication at individual team meetings
Team leaders will observe other Hunt teams in the PLC process to identify practices or refinements that can be implemented as they lead their own teams in collaboration and the use of Smart Goals.	October 2017 May 2018 during monthly campus Professional Learning	Monthly PLC minutes, summary of observations	3/28/2018, 3/25/2018

<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>
	Community (PLC) meetings		
<p>A group of administrators and team leaders will participate in a site visit following the North Texas Visioning Consortium 2017 Summer Conference with the purpose of identifying practices to further improve PLC process.</p> <p><b>Northwest ISD, J C Thompson Elementary</b>  <i>PLCs in Action - Data Dig: Learn alongside our learning teams as we implement our campus professional learning cycle. Instructional leaders will dig into data with their grade level teams in an extended PLC using a protocol to focus their conversation.</i></p>	October 2017	Notes, shared materials	Principal and team leaders visited Thompson Elementary October 17 <sup>th</sup> and heard a sharing of strategic planning practices and observed PLC's at work using a consistent protocol for examining results of common assessments for instructional decision making
<p>Hunt representatives to the PISD Next Steps in Guided Reading Community will meet monthly to collaborate and examine best practices and resources for improving individual and collective effectiveness of guided reading instruction. Representatives will also maintain ongoing collaboration with district members through participation in an online Google community allowing for immediate support and sharing of resources.</p>	October 2017-April 2018 during scheduled district Next Steps in Guided Reading meetings	Meeting attendance, participation in Google Community	Explored best practices in instruction and assessment, continued refining implementation of Jan Richardson's model for guided reading instruction, collaborated with other district members to identify practices and resources that could be utilized to assist in achieving campus goals
<p>Hunt representatives to the PISD Next Steps in Guided Reading Community will participate in monthly meetings with Hunt representative(s) from each grade level. Members will receive information from district community, reflect upon current practices, and set goals for continued improvement of their individual instructional practice. Hunt representatives to the campus guided reading community will make their instruction available for peer observation through a published schedule with open door understanding as well as video recordings. Hunt representatives to the campus guided reading community will also share information</p>	October 2017-April 2018 during scheduled campus Next Steps in Guided Reading meetings	Meeting minutes, videos, responses to peer observations	Trained and calibrated in use of new Individual Reading Inventories to evaluate individual student progress and inform instruction, Targeted use of PISD Spelling Diagnostic/Words Their Way Diagnostic tools to identify appropriate entry points for student words study as well as individualized, research based learning strategies, Continued in collaborative pursuit to refine effectiveness of guided reading

<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>
discussed and any specific campus expectations as decided upon in collaboration with administration.			



## Critical Action 2

### Critical Action:

<b>Project Lead:</b>	Principal, Assistant Principal							
<b>Staff, Title I Staff:</b>	All teachers							
<b>Materials and Resources:</b>	Professional Videos							
<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:

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	Formative & Summative Notes per Action Step
Participate in peer classroom visits in order to improve the instructional practices of the campus  TEA Strategic Priorities Goal #1			Formative Notes:  Summative Notes:
Peer observation will be used to provide feedback to peers in the form of reinforcement and refinement to identify strategies, practices, or resources for improving instructional effectiveness.	4 total observations October 2017- May 2018	Videoed lessons, record of reinforcement and suggestions for refinement	Completed by 100% of professional staff 6/1/2018
Self-observation will be used to assist in reflecting upon effectiveness of instruction and chosen resources with the goal of refinement.	4 total observations October 2017- May 2018	Videoed lessons, record of reinforcement and suggestions for refinement	Completed by 100% of professional staff 6/1/2018
Create a file of videoed lessons demonstrating research based, best practices to be used as a resource in current and future professional development.	December 2017	File of videoed lessons	Continue selection and assembling through summer of 2018
Teachers will conduct classroom walk throughs using the Plano Walk Through tool, making observations of instructional strategies, evidence of learning, use of technology, and type of knowledge. While present in other	October 2017- May 2018	PWT Database	979 total walk throughs/data collections – average of 20 per professional staff member

<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>
classrooms, teachers are able to make personally meaningful observations about the classroom environment, interactions between students, or interactions between teacher and students and reflect on their own practices.			

### Critical Action 3

#### Critical Action:

<b>Project Lead:</b>	Principal, Assistant Principal							
<b>Staff, Title I Staff:</b>	All teachers							
<b>Materials and Resources:</b>	Swivl Robot and Recording Device							
<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 3:

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	Formative & Summative Notes per Action Step
Develop a plan to grow staff and student's knowledge and skills in positive social and emotional health and best practices.  TEA Strategic Priorities Goal #1			Formative Notes:  Summative Notes:
Provide staff with a common introduction to the five core competencies of social and emotional learning.	August 2017	Training sign-in	Training was provided by principal using a variety of materials assembled from district resources, CASEL, and resources available from in state and out of state school districts with established SEL learning expectations and curriculums, 8/11/17.
Provide training in the use of restorative circles and restorative questions to staff.	August 2017	Training sign-in	Training was provided by Hunt staff member certified to deliver in Tribes (larger curriculum/philosophy including practice of restorative/community circles), 8/11/17.
Volunteers will make their use of restorative circles available for peer observation through a published schedule with open door understanding.	October 2017	Published schedule	Schedule was attempted however was not effective due to teachers changing their daily schedule, moved to sharing of practices at faculty meetings as well as sharing of observations during Plano Walk Throughs.
Kindergarten team will collaboratively plan lessons to provide a comprehensive instructional approach to the five core competencies with a focus upon self-awareness and self-management. Primary resources will be <i>The Mind-Up</i>	June 2017-May 2018	Lesson plans	The kindergarten team collaboratively planned targeted lessons weekly with a focus upon self-awareness, self-management, and social awareness. Resources were expanded to include a

<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>
<i>Curriculum, Getting to the Heart of Learning, and Social Skills Matter.</i>			significant focus upon the use of trade books/children's literature.
In the area of social and emotional learning, the Kindergarten team will collaborate with the first grade team, including a sharing of lesson goals to allow the first grade team to begin planning for a vertically articulated continuation of student learning during the 2018-19 school year.	Second Semester 2018	Meeting minutes	Collaboration with the first grade team took place in October, December, and April. The first grade team also planned weekly SEL lessons exploring a variety of resources, building a foundation for current first graders in addition to rough planning for how to extend the learning of upcoming first graders.

## 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>		Carrie Canaday						
<b>Staff, Title I Staff:</b>		Special Education Team						
<b>Materials and Resources:</b>		Rite Flight Curriculum, Touch Phonics Curriculum and Resources, Updated IRI's						
<b>Targeted Area:</b>	<input type="checkbox"/> School-wide	<input type="checkbox"/> Kinder	<input type="checkbox"/> 1 <sup>st</sup> grade	<input type="checkbox"/> 2 <sup>nd</sup> grade	<input type="checkbox"/> 3 <sup>rd</sup> grade	<input type="checkbox"/> 4 <sup>th</sup> grade	<input type="checkbox"/> 5 <sup>th</sup> grade	<input checked="" type="checkbox"/> Other: Students Receiving Special Education Services

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

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	Formative & Summative Notes per Action Step
<b>SW #17 - Proactively develop intervention plans for students performing below grade level</b>  TEA Strategic Priorities Goal #1, #2, and #4			Formative Notes:  Summative Notes:
<b>SW #17 - Provide proactive support for students performing below grade level</b>  Better utilize data to identify instructional reading levels and knowledge or skills that are foundational to accelerating growth <ul style="list-style-type: none"> <li>• Teachers will train in use of updated IRI's</li> <li>• Administer appropriate assessments with greater frequency</li> <li>• Meet in PLC's to analyze current data, evaluate progress, and plan for targeted intervention</li> </ul>	IRI Training August 2017, Monthly PLC meetings	Training sign-in, Monthly PLC meeting minutes	Special Education teachers working with students taking STAAR attended monthly meetings of Hunt representatives to the PISD Next Steps in Guided Reading Community. Special education PLC met monthly to evaluate progress of students and collaboratively identify strategies that might be helpful in growing students toward grade level achievement.
<b>SW #17 - Provide academic support aligned with the district curriculum</b>  Preteach necessary content, vocabulary, and foundational skills to assist students with better accessing Tier I instruction.	Daily	Teacher lesson plans	Grade levels worked diligently to have weekly plans to special education teams a minimum of a week in advance to allow special education teachers to better plan for strategic building of background knowledge and selection of scaffolds to help students better access and benefit from Tier I instruction.
<b>SW #17 - Evaluate the effectiveness of student interventions</b>	Monthly PLC meetings	Monthly PLC meeting minutes	Monthly collaboration during campus scheduled PLC meetings

<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>
In PLC's, analyze current and past diagnostic data, evaluating students' response to intervention to intentionally plan appropriate next steps toward closing achievement gaps.			
<b>CL #13 - Provide tutorials that target specific objectives</b>  Provide students with additional accelerated instructional opportunities with appropriate teacher to student ratios	Weekly	Teacher lesson plans	Tutoring provided to identified students twice weekly for 22 campus scheduled weeks
<b>CL #14 - Seek support from team members to assist students performing below grade level</b>  Meet in PLC's to analyze current data, evaluate progress, and plan for targeted intervention	Monthly PLC meetings	Monthly PLC meeting minutes	Monthly collaboration during campus scheduled PLC meetings
<b>CL #14 - Seek support from multiple staff members</b>  Campus Instructional Specialist will train all team members in Take Flight with an emphasis on the comprehension component and Touch Phonics	Touch Phonics Training – August 2017 and October 2017 Take Flight – October 2017	Training sign-in	Touch Phonics – 8/15/2017, 10/4/2017 Take Flight – 8/14/2017
<b>CL #14 - Seek support from parents</b>  Convene conferences and ARD meetings as appropriate to facilitate a collaborative partnership in understanding students' needs and coordinating efforts.	Minimum, one yearly and as appropriate	Meeting minutes	Conducted annual ARD meetings as well as additional revision ARD's as was appropriate

## 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	Formative Notes:  Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Completed August 2017
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	Completed throughout the 2017-18 school year
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	Completed and updated in common areas outside of the gym and cafeteria throughout the 2017-18 school year
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	Using all modes referenced, advertised weekly after school funning club, Fall Family Fit Night, and Spring Field Day in addition to other family events such as cup stacking, Marathon Kids, and community fun runs
	<b>FITNESS:</b>			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Completed in accordance with state time lines
4 <sup>th</sup> & 7 <sup>th</sup>	Ensure all data for 3 <sup>rd</sup> - 8 <sup>th</sup> grade students is entered on timely basis, fitness report cards are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.	P.E. Teacher	Fitnessgram Student Report	Completed in accordance with state time lines

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	<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 provided by P.E./Fitness Teacher	Implemented PISD curriculum within state required times included in Hunt master schedule
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Utilized PISD provided and Hunt PTA supplemented devices successfully and in a variety of ways throughout the 2017-18 school year.
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	Implemented PISD curriculum and participated in additional professional development to implement a high quality and exceptionally engaging program for all students.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Recess is provided daily per master schedule with the exceptions of prohibitive weather.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Brain breaks are utilized with variety and consistency by all teachers as is appropriate to age and individual needs.
	<b>ATTENDANCE:</b>			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly meetings occur between attendance clerk and assistant principal. A variety of communications and plans are utilized to promote improved attendance as appropriate.



## 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>			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Evaluated and Completed June 2017
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Per assigned duty schedules
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook, Campus Handbook	Diligently enforced by all staff members
Staff	<b>EDUCATION:</b>			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	8/16/17 Guidance counselor
	Review referral process.	Principal or designee	Campus referral plan	8/16/17 Guidance counselor
Staff	<b>INTERVENTION:</b>			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	In collaboration between campus administrators and staff members with the assistance of CMIT, ARD, or guidance counselor as appropriate
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	Established and scheduled process held monthly as well as "emergency" meetings as appropriate
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Utilize campus positive behavior and intervention plan, create individual behavior plans as appropriate to student needs

**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	Distributed to students and parents August 2017
	Monitor high risk areas.	All staff	Schedule	Duty schedules created and followed during school year
<b>All Students</b>	<b>EDUCATION:</b>			
	Explain referral process/contacts.	All teachers	Referral Plan	Completed August 2017 during grade level planning meetings
<b>All Students</b>	<b>INTERVENTION:</b>			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Hunt Positive Behavior Support System and Hunt Pledge	Reward and recognize student achievements according to "Pawsitive Behavior Supports," campus PBIS daily in addition to grade level and classroom plans
	Employ discipline interventions.	Designated staff	Student Code of Conduct	Diligently implemented by campus staff
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Hunt Positive Behavior Support System and Hunt Pledge, Counselors	Collaboratively created and implemented by teachers, counselors, administrators, and parents
	Conference with parents/students.	Teachers or other staff	Professional Staff	Grades K-2 three scheduled conferences yearly, grades 3-5 one scheduled conference yearly, additional conferences scheduled and held at request of teachers, parents, or administrators

## 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>	Professional Staff	August 2017, as the need arises	Formative Notes:  Summative Notes:
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>	Professional Staff	September 2017	Facilitated by guidance counselor
Upgrade and maintain the campus website for easy access and increased communication with the community. <b>Funding source: State and Local</b>	Principal	monthly	Hunt Librarian
Communicate information through eNews and through hard copies when internet access is not available. <b>Funding source: State and Local</b>	Principal	Twice weekly	Tuesdays and Thursdays, Hunt Librarian
Utilize social media to keep parents and community informed. <b>Funding source: State and Local</b>	Principal Professional Staff	weekly	Hunt Librarian and Grade Level PTA sponsored pages
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. <b>Funding source: State and Local</b>	Principal	monthly	Monthly meetings held
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) <b>Funding source: State and Local</b>	Professional Staff	Once each semester	Ongoing collaboration with president and pertinent program chairs

## 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>			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>			Facilitated by kindergarten team leader, guidance counselor, and ESL specialist
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>			Ongoing as dictated by annual meeting requirements
<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>	NA		Welcome to kindergarten meetings held prior to start of school to acquaint students and parents with daily schedule and environment

## State Certified Teachers and Highly Qualified Paraprofessionals

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

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

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

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