Plano Independent School District
Campus Improvement Plan

Harrington Elementary

1540 Baffin Bay Drive

Plano, TX 75075

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

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

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:
- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The Harrington Elementary School Community will collaboratively team throughout all grade levels to provide a nurturing educational environment so that all students will be successful learners.

Campus Information

Administration Team

Principal, Ann Irvine

Assistant Principal, Corinne Dias

About Us

Harrington Elementary opened in 1979 and was built on former farm property owned by Plano pioneer Haggard family. Harrington is the home to 430 students in grades K-5. In the last 4 years, the Haggard family sold 100 acres of additional farm property located in the Harrington attendance zone to residential developers. Fifty acres of the property were developed and sold to new residents.

Campus Status

X   Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/06/2018 07:45 am

Meeting 2: Progress monitoring and review of strategic plan - 01/24/2019 07:45 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/16/2019 07:45 am

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.
Objective #2 - Students will be encouraged and challenged to meet their full educational potential.
Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.
Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit**, **support**, and **retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **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/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Denise Schneider	Faculty Member	2018	X	X	X
Joan Patrick	Faculty Member	2017	X	X	X
George Arredondo	Faculty Member	2016	X		X
Ashley Thompson	Faculty Member	2017	X	X	X
Courtney Komar	Faculty Member	2017	X	X	
Robyn Regan	Faculty Member, Special Ed	2016	X	X	
Ann Irvine	Principal	N/A	X	X	X
Mary Swinton	District Professional	N/A	X	X	X
Shanna Kellogg	Campus Professional, Non-teaching	2009	X	X	
Rachel Barnard	Support Staff Member	2018	X	X	X
Marisela Linebarger	Parent-Selected by PTA	2018	X	X	X
Victoria Kearns	Parent-Selected by Principal	2017			X
Gregg Huff	Parent	2017	X		
Annie Furr	Parent	2017		X	
Devyn Howell	Parent	2017	X	X	
Danica Whitlock	Parent	2017	X	X	X
Barb Sherman	Community Member	2018	X		X
Medea Peabody	Community Member	2017	X		X
Michelle Oehler	Business Representative	2017	X	X	
Kylie Nicolosi	Business Representative	2017	X		

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD's compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state's eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	$65,000	State Compensatory Ed funds allocated for allowable supplemental resources and ESL - 1 staff.

Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Active PTA Reflective of PISD average demographic profile Seamless integration across ethnicitic in classes and at recess High standards set and supported by majority of parents.	Recent increase in economically disadvantaged students. Not enough parent volunteers to support all programs. Growing disparity between certain families with generational educational challenges. ESL population not achieving as rapidly as we expect.	ESL population not achieving as rapidly as we expect. Growing disparity among certain families with generational educational challenges.
Student Achievement	Edugence used frequently and successfully in lesson planning, CMIT and in parent conferences. Interventions are targeted and then move on to the next level. Create instructional groups using Edugence. IE time.	Research best practices vs relying on accommodations. More creative interventions. Use interventions early and more often. Increase ESL student -PACE. Some student demographic groups groups students not achieving within state growth expectations. Share successful interventions across grade levels.	More creative interventions that better target deficits. Certain demographic groups of students are not achieving according to state annual growth measures.
School Culture and Climate	SUNSHINE team makes our year more enjoyable.	Ideas/Revamp about student reward systems. (PAW-MART is strong. 4th and	Student reward systems redesigned in grades 4-5.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	Materials and supplies always in abundance Positive community building Family feeling among staff.	5th need fresher ideas. Look at 5th grade as a model for creative ideas. Review behavior management systems. Major/Minor behaviors- Office referrals.	Review and revise PBSI plans and strategies with entire campus.
Staff Quality/ Professional Development	2.5 % turnover rate as opposed to 6.5 average PISD. Teachers want to teach at Harrington. Start year highly organized.	Staff mentoring needs to strengthen All staff need an annual refresher on baseline expectations.Focus on data , CMIT/ 504 procedures. Not enough staff for new needs in Ec Disadvantaged challenges.	Not enough staff for new needs in Economically Disadvantaged student challenges. Staff mentoring needs to strengthen. All staff need annual refresher on baseline expectations, including improving parent communication with families unfamiliar with TX standards.
Curriculum, Instruction, Assessment	New curriculum in the works currently in science and Social studies. Creativity evident in team planning TEKS flow is followed.	Plan for higher order work for students with intellectual gifts and /or high expectations. Create appropriate interventions. Monitor SPED, ESL, and Dyslexia pull out so that critical grade level information is accessible to all.	Plan higher order work for students with intellectual gifts/ or high motivation. Create appropriate interventions. Monitor SPED, ESL, and Dyslexia pull outs so that critical grade level information is accessible to all.
Family and Community Involvement	High Principal expectations	Tell our stories more often in the Howler, Facebook and TWEETS. (Focus on different grade levels in the HOWLER)	Pick 1-2 platforms for teacher>parent classroom communication. (SeeSaw & Bloomz)

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	HOWLER newsletter is a successful communication took Effective use of Eblasts and Calls.	Pick one platform for school/parent grade level communication.(BLOOMZ, SEESAW) Always use the 5 W's when preparing school activities in publications (DATES).	Always use the 5 W's when preparing school activity reminders. Standardize PTA evening meeting start times to 6:15 PM.
School Context and Organization	Strong support within the campus and from parents. Sense of trust and camaraderie,	Implement a suggestion box (Something to TWEET about) to encourage staff. Mid OCT should be a reflection point of how are our plans succeeding? what needs change? What is working?	Implement a suggestion box for staff reluctant to speak about or email their concerns. Mid OCT. review with staff.
Technology	Classroom outfitted 1:1 utilize technology throughout the day. PTA supplies IPads for all staff. Students readily embrace technology. Strong adherence to PISD tech use policies and student agreements, Students have lesson in digital citizenship which is monitored by teachers,	Harrington will not be 1:1 until 2020 Need to add more iPads for new staff. Need to grow our technology expertise throughout the staff and not rely on a few to carry us through. Some exposures off campus to technology have created serious behavior issues. Share digital citizenship expectations with families.	Need to add more iPads for newly hired staff. Need to grow our technology expertise throughout the staff and not rely on a few to carry the building. Share digital citizenship expectations with every student & families. (Joan Patrick) Counselor will create a quarterly S'more newsletter to reinforce digital citizenship concepts and expectations.

Critical Action #1

Problem Statement	5th grade students meeting the mastery grade level standard in Science (11%) is well below the district average (34%).
Root Cause and Strategy	1. We will address and implement classroom discussions with application-level questions, especially those using charts, graphs, and diagrams. 2. We will increase students' problem solving stamina by providing them with multiple opportunities to persevere independently with application level science questions. 3. We will address campus intervention activities by analyzing prior year RTI documentation to identify interventions that were effective and those that were not. 4. We will develop and host science specific learning events on campus and in partnership with PTA.
Goal	We will Increase the percentage of all 5th grade students reaching mastery level on grade level standard in Science STAAR thereby decreasing the gap between the campus and the district average on the meets and masters grade level standards.
Project Lead	Principal and Assistant Principal
Staff, Title I Staff	ESL staff, Special Education Staff, General Education Teachers
Materials and Resources	Curriculum and all intervention material.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
We will address and implement more classroom discussions with application-level questions especially those with charts, graphs and diagrams.				1.Professional Development meeting (scheduled throughout the school year) 2. Weekly collaboration planning meetings supporting technology focus. 3. Admin walk-through's, observing	1. MLP training logs agenda, surveys, and materials 2. Weekly Planning meeting notes. 3. Walk-through feedback and data collected. 4. Extended planning notes and survey. 5. Group Planning across grade levels.	Lesson plans will reflect technology use. Instruction will be aligned with effective instruction	Some Progress STAAR item analysis studied by 5th grade team. New lesson plans developed by 5th grade team and supported by PACE teacher. Full faculty share of ongoing PLC accomplishments in this area	Some Progress Implemented Vocabulary discussions in the classroom. Peer discussions daily. STAAR Packets/SDQ (Science Discussion Questions) T-Charts/Venn Diagrams on topics every day.	Significant Progress Teacher have used multiple ways to implement classroom discussions using different tools to help students through the learning process.	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				technology being used. 4.Extended planning (3 times this year)			NOvember 7, 2018.	STAAR Packets/SDQ questions Google Classroom post. HW - Continue to review older concepts. Dive Deep- Critical Thinking connections to real world science and current events.		
We will increase students' problem solving stamina by providing them with multiple opportunities to persevere independently with application level science questions				1.Professional Development meeting (scheduled throughout the school year) 2. Weekly collaboration planning meetings supporting technology focus. 3. Admin walk-through's, observing technology being used. 4.Extended planning (3 times this year)	1. MLP training logs agenda, surveys, and materials 2. Weekly Planning meeting notes. 3. Walk-through feedback and data collected. 4. Extended planning notes and survey	Lesson plans will reflect technology use. Instruction will be aligned with effective instruction	Some Progress Embedded in weekly planning sessions of 5th grade teachers.	Some Progress Implemented Vocabulary discussions in the classroom. Peer discussions daily. STAAR Packets/SDQ (Science Discussion Questions) T-Charts/Venn Diagrams on topics every day. STAAR Packets/SDQ questions	Significant Progress Students engaged activity during independent and group work .	
We will address campus intervention activities by analyzing prior year RTI documentation to identify interventions that were effective and those that were not.				1.Professional Development meeting (scheduled throughout the school year) 2. Weekly collaboration planning meetings	1. Weekly Planning meeting notes. 2. Walk-through feedback and data collected. 3. Extended planning notes and survey	Lesson plans will reflect technology use. Instruction will be aligned with effective instruction. Small group reteach and	Some Progress Prior year performance analysis completed during half day planning session in all grades by OCT 15 2018.	Some Progress Looking at RTI data and writing goals for specific students. Principal and Assistant Principal walkthroughs – Feedback	Some Progress Teachers meet and added data for students using specific goals.	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
				supporting technology focus. 3. Admin walk-through's, observing technology being used. 4.Extended planning (3 times this year) 5.Document in Edugence	4. Grade level connections that provide teams cross collaboration.	instruction lesson plans		PLC- Meetings once a month to help with strategies and new ideas. MAP- compared to last year majority of the students went up significantly ranging from + 3 to 17 points. 10 Students either stayed in the same or went down 1-3 points. These students will be continued to be monitored for growth and progress-Will use more targeted interventions for struggling students. ESL vocabulary support		
We will develop and host science specific learning events on campus and in partnership with PTA.							Some Progress K-3 experienced weather expo in Sept 2018. 4-5th grades attended a WFAA weather workshop in October 2018. Science workshop (Lead Forward) attended by campus science chair and PACE teacher October 2018.	Some Progress Science Fair/Science Night – January 17th Weather presentation for students. 5th grade Camp- All students attended STEAM presentation.	Some Progress PTA was involved with setting up presentations for the students.	

Critical Action #2

Problem Statement	The campus collaborative teams are working at varying levels of autonomy compared to the model collaborative teams that transform the Professional Learning Community process (policies and practices).
Root Cause and Strategy	(1) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement the planning protocols with fidelity. (2) We will incorporate agendas and norms to all of our meetings in order to validate our team goals and the purpose of our work. (3) We will restructure our collaborative teams to include all members of our grade levels and campus PLCs thereby developing meaningful discussions about student achievement, follow the core principle of focusing on student achievement in planning and instruction. (4) We will utilize the common assessments in PISD curriculum resources with our collaborative teams to help monitor student achievement across the grade level. (5) We will create rubrics or use existing curricular rubrics that guide our PLC's by grade level to hold us accountable in reaching our goals.
Goal	We will develop our collaborative teams to the highest levels of autonomy, operational efficacy and provide indicators of our work in accordance with the HRS model. Campus Administrators, Instructional Specialist Grade Level Team teachers, Specialists, Counselor Collaborative Teams that Transform Schools book, District Curriculum and Specialists

Project Lead	Principal and Assistant Principal
Staff, Title I Staff	All teachers
Materials and Resources	Collaborative Teams that Transform Schools & Visible Learning for Teachers books, District Curriculum and Specialists

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause Activities Root Cause activities: Effective Planning (a)We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement the planning protocols with fidelity. (b) We will incorporate agendas and norms to all of our meetings to in order to validate our team and the purpose of our work. 1.District curriculum and instructional team members will provide staff training on planning protocols (Stage 1 & 2) 2.We will incorporate agendas and norms to all of our meetings to in order to				1.Stage 1 or Stage 2 Planning Protocol Training by End of September Scheduled September 5, 2018	Professional Development meeting 8/5/18 Staff Meeting on 8/18 recorded on MLP Teacher created rubric (example. 2nd Grade writing rubric) Meet with grade levels PLC google from of promises for the our writing initiative for each grade level.	Overall, increase in teams autonomy and ability to perform at high levels which will in turn increase student achievement.	Some Progress District Team modeled Stage 1 protocols and are reviewed with Collaborative Teams on Tuesday meetings for the first nine weeks. (September 5, 2018) Extended Planning Dates were scheduled and teams are creating the agendas for their planning time. (Completed by OCT 15, 2018) Google Folders are being created for teams to share their agendas and evidence/data.	Some Progress All grade levels teachers are using word walls /Vocabulary that are incorporated in daily lessons. ELL's – Vocabulary Teams have set up agendas to guide during team planning's. Each teams will use extra planning time to collaborate and work together. ESL teacher works with the students on Vocabulary to enhance the learning. Students showed growth in MAP by the scores going up. In Addition to previous year. Specialist will also be involved-	Significant Progress Teams continued to have set up agendas to guide during team planning's. Each teams will use extra planning time to collaborate and work together. ESL teacher works with the students on Vocabulary to enhance the learning. Students showed growth in MAP by the scores going up. In Addition to previous year. Specialist will also be involved- Principal and Assistant Principal will meet to go over information from team meetings.	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
validate our team and the purpose of our work.								Principal and Assistant Principal will meet to go over information from team meetings. Additional Writing Supports provided by ESL teacher, Librarian. Teachers use STAAR data to differentiate and create ability groups and more targeted instruction. STAAR Vocabulary across all subjects and grade levels. Each 5th grade teacher is going to do Science STAAR review for the weeks before STAAR.	Additional Writing Supports provided by ESL teacher, Librarian. Teachers use STAAR data to differentiate and create ability groups and more targeted instruction. STAAR Vocabulary across all subjects and grade levels. Each 5th grade teacher is going to do Science STAAR review for the weeks before STAAR.	
Root Cause Activities: Grade Level Collaborative Teams We will restructure our collaborative teams to include all members of our PLC thereby adding to the discussion for student achievement. 2 Grade level collaborative teams will meet weekly with instructional specialists to use the district curriculum for planning and instructional practice. a.Weekly planning meetings (Tuesday afternoons)				2. Weekly planning protocol meetings, Administration walkthroughs 3. Extended Planning time will occur minimally 3 times a year for our grade level teams. 4. Common Assessments will be created during the planning meetings with	2. Weekly meeting notes and agenda including norms and other data documents https://Collaborative Team Schedule HRS Lagging Indicators Folder 3. Schedule of Extended Planning time and agenda with specific items. Teachers will complete the		Some Progress Teams are working together to implement goals that help with curriculum planning and team planning,	Significant Progress Several teachers met with parent at the apartments-Topics were discussed to help parents. Monthly Meetings to discuss CMIT and 504 students. New CMIT and 504 progress initialed Principal Contacted Central office waiting on answer for additional funding.	Significant Progress PLC's were effectively incorporated into the planning process so teachers could check in to discuss and update PLC's goals.	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
b.Weekly instructional support on a rotating schedule c.Walkthroughs by administration and instructional specialists 3. Extended Planning Time will be offered to our teachers throughout the year.				collaborative teams.	district feedback form 4. Data analysis of the assessments through the team meetings. Student samples will be shared and discussed			Teacher share of how PLC's are functioning in each grade level at faculty meetings (Meeting December) Administration are continuing walkthroughs throughout the building - dividing each week for different grade levels. Teams are taking half day extended planning to help look at data, curriculum and team information. Example, 2nd grade - October 24-3:30-5:30-Studied released writing documents from previous year's STAAR-scored them together and discussed ways we could improve our writing instruction in 2nd grade--TWO HOURS November 14-3:30-5:30-Studied the objective portion of writing STAAR and answered the questions together-discussed		

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								how we can tweak our revising and editing to better meet the needs of the kids as they take 4th grade STAAR, scored 2nd grade writing together to come to an agreement on how we will score our students' writing TWO HOURS November 28-3:30-5:00 Wrote Tier Two document for the building-placed on Google Drive to share at 1/7 staff meeting ONE.FIVE hours. Collaboration across grade levels in writing. Writing buddies between 2nd and 4th.		
Root Cause Activities: Common Assessments

We will utilize curricular common assessments with our collaborative teams to help monitor student achievement across the grade level.

4. Common assessments may be created by grade levels as needed. | | | | 4. Common Assessments will be created during the planning meetings with collaborative teams. | 4. Data analysis of the assessments through the team meetings. Student samples will be shared and discussed. | | Some Progress Working on curriculum during regular planning. | Some Progress Teachers are using district assessments to monitor student progress. Reteach/tutoring is also a part of the intervention process.

ESL intervention support is making | Some Progress Teachers spent time analyzing the data and reteaching to help students in the classroom. | |

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								a huge difference this year.		

Critical Action #3

Problem Statement	There are deficits within the demographic STAAR results for certain student groups of students.
Root Cause and Strategy	(1) Lack of educational opportunity due to frequent moves to different schools. (2) Inefficient develop of parent-school collaborative opportunities. (3) Need for additional instructional support to add a second teacher table in designated grade levels. (4) Understand which instructional practices have the highest impact on learning and ensure these practices are utilized by all staff.
Goal	All students at Harrington will meet or exceed academic growth over time as measured by the annual STAAR tests.
Project Lead	Principal and Assistant Principal
Staff, Title I Staff	PACE teacher, IS teacher, ESL teacher, Librarian, Instructional staff
Materials and Resources	Existing materials and digital options should reach this goal.

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
We will develop effective ways of communication with the parents. One way is to partner with an apartment complex with higher mobility rates and hold two meetings that will help us connect with our parents.				Meeting with Parents when needed	Meeting on September 10th at the apartments, another scheduled later in the school year.			Significant Progress Several teachers met with parent at the apartments- Topics were discussed to help parents.	No Progress Teacher, Administrators worked together to inform parents weekly as to what and how things were happening on campus.	
We will meet with teams to check on student progress- In team meetings. CMIT and 504 processes.				Monthly as needed	Minutes and teacher documentation.			On Track to Make Progress Monthly Meetings to discuss CMIT and 504 students. New CMIT and 504 progress initialed. Referrals were initiated for students that were on TIER 3.	Some Progress nine week meetings	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Send home hard copies of student results for STAAR				End of the year 2019				On Track to Make Progress Hard copies will not be available till May-June.	Some Progress The official data is not out but the parents were informed as to how to access the STAAR information	
Explore funding opportunities to add a second teacher table rotation in grades 3-5.				November 2018				Some Progress Principal Contacted Central office waiting on answer for additional funding.	Some Progress	

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
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	December - February	September - November- Team members met and the focus is on intake of Sugar and effects	March - May
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	December - February	September - November Parent captains are Devyn Howell and Amber Lee	March - May
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	December - February	September - November- Using district and state curriculum and following required TEKS	March - May
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	December - February	September - November- Heath bulletin board posted in the mail	March - May

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
					hallway- Focus on the amount of sugar in food.	
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	December - February	September - November- Using district and state curriculum and following required TEKS	March - May

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website		P.E. staff use pre-post assessments to monitor the program.	
4th & 7th	Ensure all data for 3rd - 8th 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		4th and 5th grade students receive a report card at the end of the nine weeks.(fitnessgram)	

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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		Over 20 mins of movement - Running club	
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors		Jogging/running club	
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 using district and state requirements.	
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time			
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation		Break Brains used in the classroom frequently.	

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	August-May	Secretary keeps track of absences and reports to Principal And Assistant	

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
					Principal. Attendance is currently averaging 96.8%	

Violence Prevention and Bullying

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)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey		Areas identified annually: cafeteria, playground, hallways	
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule		duty schedule	
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook		Restorative Practices, Zones of Regulation, team adherence to standards	

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint		Completed August 2, 2018	
Review referral process.	Principal or designee	Campus referral plan		Reviewed August 2, 2018 and ongoing	

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan		Walk throughs, T Tess, Diagnostic results	
Implement campus referral plan.	Principal or designee	Campus Referral Plan		In place through CMIT/504/SPED referral processes	
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan		Major and minor behavior referral process in place. Methods include Restorative Practices, Zones of regulation, and development of self management skills.	

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2018-May 2019		
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018-May 2019	Counselor/Administration/Staff monitor high risk areas.	

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018	Ongoing	

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers		August 2018-May 2019	Restorative Circles /	
Employ discipline interventions.	Designated staff		August 2018-May 2019	Restorative Circles and Administration intervention	
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		August 2018-May 2019		
Conference with parents/students.	Teachers or other staff		August 2018-May 2019	As needed parents are contacted.	

Parent Involvement

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Campus sectretary	All Teachers and Staff	August 2018	ongoing	
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Harrington Staff	All Teachers and Staff	August 2018		
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Campus Technology Assistant	CTA and grade level leads	August 2018 and as the need arises	CTA provides updates. School E-News posted on website.	
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Campus Librarian	Librarian	Monthly Communication August 2018-June 2019	Enews sent out every month.	
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Staff / Principal	Principal / Assistant Principal/ Librarian	August- June 2018-2019 School Year	PTA representative post on the website (Preston)	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal and PTA President	PTA president	Monthly August -June 2019		
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Counselor	Campus Counselor	August 2018-June 2019 (see Schedule)	PTA meetings	

Transition

The campus will assist students in making a successful transition between elementary school to middle school.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Elementary counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7** **Funding source: State and Local**	Campus counselor	Campus counselor	August 2018-May 2019	September - November	March - May
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) **Title I Components: 7** **Funding source: State and Local**	Special education team leader	Special education team leader	August 2018-May 2019	September - November - Kindergarten Roundup March 2019 Kinder kick off 30th.	March -May
Elementary Title I Campuses – 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. Participants will go home with a (Reading and Math program) RAMP Up for Kindergarten Kit, which includes directions, materials, and books for families to keep. **Title I Components: 7** **Funding source: State and Local**	N/A	N/A	N/A	N/A	
Elementary Campuses with full day Pre-K –	N/A	N/A	N/A	N/A	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Pre-K students visit kindergarten classes to allow Pre-K students to familiarize themselves with the kindergarten staff and environment. **Title I Components: 7** **Funding source: State and Local**					

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the **Title I Component 4 and 5** **Funding source: State and Local**	Professional Learning Department, Curriculum Department, and Campus Administrators	Mentor Liaison / Principal and Assistant Principal	August 2018- May 2019	Mentor and Develop Teacher Leaders	Maintain Highly Qualified Teachers