



Plano Independent School District Campus Improvement Plan

Huffman Elementary

5510 Channel Isle Drive

Plano, TX 75093

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus3

Campus Information.....4

State Goals and Objectives6

Site-Based Improvement Committee Members7

State Compensatory Education Program Information8

Title I Program Information.....9

Comprehensive Needs Assessment Summary11

Critical Action #114

Critical Action #222

Critical Action #328

Health, Fitness and Attendance32

Violence Prevention and Bullying.....37

Parent Involvement.....44

Transition47

State Certified Teachers and Highly Qualified Paraprofessionals49

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

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

Campus Information

Administration Team

Principal, Jamey Allen

About Us

In June, The International Baccalaureate Organization (IBO) awarded Huffman Elementary School candidacy status beginning a two year authorization process. This summer, Huffman staff and district leadership began developing curriculum that is both grounded in the state standards and meets the transdisciplinary requirements of the Primary Years Program (PYP). The student-centered curriculum focuses on inquiry and integrates subject areas encouraging “real world” and global connections

During the second year of candidacy, the authorization year, staff will continue to revise and refine curriculum in anticipation of an April 2019 authorization visit. A site team from the IBO will spend several days observing classes and interviewing staff, students and parents to ensure fidelity to the PYP framework and philosophy. Huffman Elementary expects to open the 2019-2020 school year as a fully authorized IB World School.

For more details about the PYP program:

http://www.ibo.org/globalassets/publications/become-an-ib-school/ibpyp_en.pdf

You may also find information about IB at www.ibo.org

Campus Status

Non-Title I Campus

X Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 08/28/2018 02:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/05/2019 02:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/21/2019 02:00 pm

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
Lori Brooks	Faculty Member	2018			X
Lilly Jensby	Faculty Member	2017	X		X
Susan Soledade	Faculty Member	2017	X	X	X
Amy Moore	Faculty Member	2017		X	X
Brittany Wilson	Faculty Member	2018	X	X	X
Leslie Dominie	Faculty Member, Special Ed	2017	X	X	X
Jamey Allen	Principal	2017	X	X	X
Theresa Biggs	District Professional	2017			X
Beth Hubbard	Campus Professional, Non-teaching	2017	X	X	X
Angela Williams	Support Staff Member	2017	X	X	X
Jenna Maynard	Parent-Selected by PTA	2017	X	X	X
Jamie Kimble	Parent-Selected by Principal	2018	X		X
Shaneika Frazier	Parent	2018	X	X	
Shereen Watson	Parent	2018			
Lanita Miller	Parent	2018			
Shaina Shariff	Parent	2018			
Elizabeth Greer	Community Member	2018	X		X
John Muns	Community Member	2018		X	X
Pam Rosener	Business Representative	2018	X		X
Wesley Ramirez	Business Representative	2018			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	\$403,311.66	State Compensatory Ed funds allocated for allowable supplemental resources and 7 staff.
------------------	--------------	---

Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$433,311.66	Total Funding for 7 Title I Support Teachers (including tutoring, adult temp staff) and for Paraprofessionals.
Professional and Consulting Services	\$3,300.00	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$2,000.00	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$1,949.00	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

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	At-risk students are identified and intervention strategies are put in place in reading and math. 71% of students are free/reduced lunch, increasing since the start of the last school year.	Demographic data shows that economically disadvantaged students (71%) require increased targeted intervention in math and reading grades 3-5 in order to perform at or above the district level.	Increase targeted intervention for at-risk students that are free/reduced lunch (71%). Title I funds will be used for adult temp intervention teachers (certified) to work with small groups of students.
Student Achievement	PES shows significant growth in 5th grade math and reading with Quintile 5 students (73% of Q5 students scoring within 1 SD of expected growth target). PES shows significant growth in 4th grade math for all Quintile groups, especially Quintile 5 (3.1 and -.06)	3rd - 5th grade reading and math STAAR are below the district average for students performing at the Approaches grade level standard.	Decrease the gap between campus and the district of students performing at the approaches grade level standard on math and reading STAAR for all students in 3rd-5th grade.
School Culture and Climate	Staff worked together to revise the campus mission statement to align with IB. A focus group of 4th and 5th grade students also provided input while working with the IB PYP Coordinator.	Be more intentional with positive recognition of all students for academics and behavior and collect feedback from students regarding the climate of the school. Monitor truancy more closely and work with families to overcome obstacles that make them late to school or absent	Collect student feedback with quick data with questions about school climate, safety and security, expectations, and facilities and the physical environment.
Staff Quality/ Professional Development	Staff had opportunities to observe other teachers on campus and at similar campuses in the district. Professional goal setting was established in alignment with T-TESS	83% staff retention rate from the beginning of school until the last day of school. Implement a walk through system with more targeted criteria.	Implement a walk through system with more targeted criteria that provides teachers with immediate feedback to improve instruction.

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?
	and all staff focused on the same two goals: IB PYP and Social Emotional Learning/Restorative Practices. Professional learning revolved around these objectives, as well.		
Curriculum, Instruction, Assessment	Teachers analyzed and broke apart the TEKS. Staff created curriculum linked to TEKS and IB PYP to develop planners based on IB PYP criteria. During curriculum writing, staff made anchor charts for each of the 6 transdisciplinary themes and plugged the TEKS into a theme which made the most connection.	Small group targeted instruction should always be based on individual student needs using data from MAP and STAAR. Create and utilize formative assessments more frequently and have data teams analyze the results, ultimately coming up with a written goal to monitor progress (Marzano HRS).	Create and utilize formative assessments more frequently and have data teams analyze the results, ultimately coming up with a written goal to monitor progress (Marzano HRS).
Family and Community Involvement	Campus made intentional efforts to reach out to the economically disadvantaged students in the area(s) where they live. The PTA provided a variety of extracurricular activities such as chess club, improvisation group, etc. and the school was able to provide transportation to students who typically ride the bus.	According to a parent survey, 67% would prefer to have meetings and parent education brought to them as opposed to school. We need to increase family involvement of diverse learners and students who are economically disadvantaged and increase attendance at parent education events.	Increase parent/family attendance by having events and parent education brought to them as opposed to being held on campus.
School Context and Organization	The master schedule allows time for grade level teachers to collaborate and plan for the IB PYP with the IB coordinator once a week. The campus and district provide strong support for staff as during the implementation of the IB PYP. Staff had off campus	Based on the Marzano HRS survey, tools should be incorporated to collect teachers' opinions regarding specific decisions and reports of opinion data are regularly generated and transparent.	Incorporate ways to implement quick data checks to frequently gather data and provide feedback from parents and students, such as, "What is your perception of the school?"

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?
	planning days for grade level teams to write PYP planners (1 day in the fall and 1 in the spring).	Incorporate ways to implement quick data checks to frequently gather data from parents and students.	
Technology	The campus became a 1:1 school with Chromebooks and student to teacher instruction took place regularly using Google Classroom and digital portfolios. Students utilized technology to show evidence of their learning in creative genres and teachers included technology in their PYP planners to enhance learning.	Some staff members have expressed a need for additional instruction on Google classroom and other Chromebook features. Students needed direct instruction on digital citizenship.	Teaching students responsibility for technology use and digital citizenship.

Critical Action #1

Problem Statement	Overall in Reading, the percentage of students meeting the Approaches, Meets, and Masters grade level standard is below the district. The current gaps are: Grade 3 - 58%/25%/13 - District - 85%/56%/38% Grade 4 - 63%/41%/22% - District - 81%/60%/38% Grade 5 (1st admin) - 59%/36%/10% - District 86%/67%/40% Special Education - STAAR Component score will be greater than or equal to the TEA component target score
Root Cause and Strategy	<ul style="list-style-type: none"> We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment, both formative and summative, and instructional responses based on teacher reflection. We will address the need for consistent implementation of research-based literacy instruction by ensuring that the instruction is implemented with fidelity with targeted instruction based on student data and research-based strategies. We will address the responsiveness to student needs by ensuring that there are structures in place to support maximum learning time in the classroom.
Goal	Increased academic performance on Reading STAAR grades 3-5.
Project Lead	Campus Administrators, PISD Elementary Literacy Coordinators and Specialists, Campus Instructional Support
Staff, Title I Staff	Title I Teacher, Grade Level Teachers, Instructional Support, ESL Teacher, Guidance Counselors, SEL Teacher Leader, Special Education staff
Materials and Resources	Guided Reading materials, "The Next Step Forward in Guided Reading" by Jan Richardson, on-site Jan Richardson training provided by her group, "7 Steps to a Language-Rich Interactive Classroom," ELPS, TEKS (specifically Figure 19), Edugence (PES Growth Roster, STAAR Roster, MAP data, TELPAS data), SEL and Restorative Practices resources

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 #)
DATA ANALYSIS: Provide training by district personnel for all grade level teachers, ESL, and instructional support on analyzing PES, MAP, and STAAR data.	District Personnel	6200 – Professional and Consulting Services	0	Support from district personnel during grade level plannings on September 19	Training materials and notes, student data from Edugence	Increased academic performance on Reading STAAR grades 3-5	On Track to Make Progress 2 staff members from Assessment, Research, and Program	Significant Progress Staff analyzed the MOY progress on MAP in reading and math. NWEA	The fifth grade scores that were predicted by performance on MAP was closely	1, 2, 3, 4, 8, 9

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
							Evaluation trained teachers on reading PES data, including analyzing the student rosters and quintiles 1-5. Staff also used the data to reflect on instructional practices and create a plan moving forward.	sets standards for predicted STAAR results. Significant progress in 3rd-5th Reading and in 3rd and 5th Math. 4th grade will continued to be monitored and adjusted.	aligned with the scores reported on STAAR by TEA. After the second administration those scores surpassed MAP Predictions. 91% of students reached approaches or above which surpasses last year's district average. The same predictors were used to plan instruction in 3-4 which will hopefully produce similar results. Reading MAP showed growth in K, 2, 3 and 4th grades. Focus for grades 1st and 5th will be a part of next year's plan.	
DATA ANALYSIS: Teachers will reflect on student performance and teaching strategy effectiveness and analyze assessment data to use for instructional planning.	Adult Temp	6117 – Professional Salaries (Adult Temp)	35,600	Weekly team planning	Formative and summative assessment data, lesson plans for intervention groups	Increased academic performance on Reading STAAR grades 3-5	Some Progress Teachers and instructional specialists meet weekly to analyze student data and form flexible groups for intervention and enrichment. Data sources include formative assessments and MAP Class by RIT. Administrators are discussing replacing Kid Talk with mandatory	Significant Progress Tier 2-3, Intervention, Enrichment and structure of classrooms were adjusted as a result of MOY MAP reading and Math data. Areas that need continued growth were identified and addressed.	Using summative and formative data was another avenue in which teachers used data to change groups since MAP was given in November and then again in March. Many instructional decisions needed to take place between administrations of MAP.	1, 2, 3, 8, 9
<ul style="list-style-type: none"> Intervention groups will be targeted based on specific TEKS/objectives. Groups will be flexible and change as needed using Mentoring Minds Reading, 	Mentoring Minds Reading Books	6399 – Supplies and Materials (Instructional Supplies)	3300							

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
and other resouces.							data meetings on alternating weeks.			
DATA ANALYSIS: Grade level Kid Talk meetings with guidance counselors, admin, SEL teacher leader, and instructional coaches to address academic and social emotional needs.	Student Data Sheets	6318 – Supplies and Materials (Software)	0	Weekly team meetings	Kid Talk notes	Increased academic performance on Reading STAAR grades 3-5	Significant Progress Grade levels are meeting weekly with support staff to discuss students. They fill out a form during the discussion that includes data and notes to document response to intervention. Forms are kept on the Google Drive and shared with all involved. Students are reviewed each week to discuss progress or lack of, and new students may be added. The campus SEL teacher resigned midweek and interviews were scheduled immediately to fill the position with the best candidate.	Significant Progress Kid Talk continues to occur once every other week. CMIT staff meetings continue to take place once a month. MOY data was analyzed for individual students to see if their target was met and/or if growth was being made for that student in that subject.	Kid Talk and Data Meetings both took place once a week. The conversations of data and that of students ended up being similar conversations. The frequency and format of these meetings will be analyzed to make decisions for next year.	1, 2, 3, 8, 9
RESEARCH-BASED INSTRUCTION: 7.5 hour training provided by Jan Richardson's group based on the book, "The Next Step Forward in Guided Reading" by Jan Richardson	Staff training by Jan Richardson Funds provided by PISD curriculum Department	6411 – Other Operating (Staff Training - Registration, etc.)	10,000	Professional development September 29 and October 13, additional support as needed	MLP training log, training materials, completed student reading inventories	Increased academic performance on Reading STAAR grades 3-5	Significant Progress Staff was divided into 2 groups (K-2 and 3-5) to attend the training, including the support staff that works with those grade levels. Teachers brought recent	Significant Progress Literacy Footprint Kits arrived the beginning of November as well as the assessment kits that accompany the kits. All teachers in all grades are implementing both	Teachers have become extremely proficient in using the system and performance data reflects improvement in the area of reading. Both STAAR (5th grade) and MAP in all	1, 2, 3, 4, 8, 9, 10

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
							independent reading inventories (IRIs) to analyze and plan targeted instruction based on needs.	pieces following a training from Richardson's group in October.	grades showed progress.	
RESEARCH-BASED INSTRUCTION: Class walkthroughs focusing on research-based instruction and guided reading implementation	Walk Through Form	6399 – Supplies and Materials (Instructional Supplies)	0	Weekly by administrators, IB PYP coordinator, and C&I	Walkthrough data, feedback to teachers	Increased academic performance on Reading STAAR grades 3-5	Some Progress The admin team revised the walkthrough form with guidance from ARPE. The new Google form is more open ended to allow for narrative feedback. Support from curriculum and instruction at the district level visited and conducted walkthroughs, providing feedback to teachers and admin.	Some Progress The administrative team has collectively conducted about 100 walkthroughs. The goal was 200 each by the end of the year equally 600 but the goal will need to be revised.	Not only does the goal for the number of walkthroughs completed need to be adjusted but also the format used by administration. It will continue to be a T-PESS goal for admin.	1, 2, 3, 9
RESEARCH-BASED INSTRUCTION: Continue focus on "7 Steps to a Language-Rich Interactive Classroom" to enhance language enrichment for ELL population.	7 Steps to a Language Rich Environment	6329 – Supplies and Materials (Teacher Materials)	0	Weekly in lesson plans - new step each week consistent across campus	Grade level lesson plans	Increased academic performance on Reading STAAR grades 3-5	Some Progress 7 Steps to a Language-Rich Interactive Classroom are included in grade level weekly plans and the campus is all focusing on the same step.	Significant Progress Teachers continue to write one step per week into their lesson plans outlined	There is a discussion surrounding continuation of this action step or using HRS Indicator 2 information as well as the Art and Science of teaching elements in the lesson planning process.	1, 2, 3, 9

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
RESEARCH-BASED INSTRUCTION: Build strong literacy foundations in the primary grades in order to establish mastery for success in later grades. Focus on phonics and manipulating sounds.	Take Flight Phonic Scope/Sequence	6329 – Supplies and Materials (Teacher Materials)	0	Weekly instruction	Phonics cards provided by instructional support, lesson plans for primary grades	Increased academic performance on Reading STAAR grades 3-5	Some Progress District curriculum and instruction support has visited to provide feedback in K-2 classrooms during literacy instruction. They will continue to visit and provide specific feedback through walkthroughs	Significant Progress Kindergarten and 1st grade have begun additional implementation with components from the "Take Flight" curriculum to support letter sound manipulation. Daily lesson plans are written by Instructional Coaches and implemented daily by all teachers in K-1.	More rigorous strategies were used with 2nd from the program. Tier 3 students in grades 3-5 also received strategies for those students that had learning gaps in phonics.	1, 2, 3, 8, 9
	Raz Kids Software	6318 – Supplies and Materials (Software)	2,000							
STRUCTURES TO SUPPORT MAXIMUM LEARNING TIME: - Provide training and establish campus-wide expectations. <ul style="list-style-type: none"> Social Emotional Learning training Restorative Practices training Positive behavior supports 	Restorative Questions Tags	6329 – Supplies and Materials (Teacher Materials)	0	Staff training August 2018, follow up training as needed, De-escalation strategies training on September 5, monthly meeting with 1st year teachers	MLP training log, SEL materials, RP materials, positive behavior support resources	Increased academic performance on Reading STAAR grades 3-5	Significant Progress Cristi Foreman, campus behavior intervention specialist, met with 1st and 2nd grade teams to discuss behavior intervention plans and how to read them appropriately and implement successfully. She also trained the entire staff on de-escalation strategies on the afternoon of September 5. Ashley Helms, district director of professional learning, will be meeting with 1st year teachers	Significant Progress All staff is continuing to use restorative practices, social emotional learning strategies, and positive behavior supports. Some grade levels have incorporated "Peace Paths" to encourage students to resolve conflict with peers.	As reflection takes place on practices and procedures adjustments are being made in order to refine the process, track data more specifically and support students in need of support.	1, 2, 3, 4, 8
	Calm Down Basket Toos	6399 – Supplies and Materials (Instructional Supplies)	0							
	Conscious Discipline	6411 – Other Operating (Staff Training - Registration, etc.)	0							

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
							monthly focusing on classroom management which will maximize instructional time.			
<p>STRUCTURES TO SUPPORT MAXIMUM LEARNING TIME: Establish and implement a school-wide system to promote positive behavior supports.</p> <ul style="list-style-type: none"> SEL teacher, counselors, and administrators will monitor and support the implementation of social emotional practices and restorative practices. All staff will implement positive behavior supports, such as Hawk Bucks and Huffman High-Five. 	Hawk Bucks	6329 – Supplies and Materials (Teacher Materials)	0	Daily incorporation of SEL strategies through daily campus-wide meetings, daily classroom circles, guidance lessons, SEL teacher leader lessons	SEL teacher leader and guidance counselors lesson plans, Kid Talk/CMIT documentation, office referrals, reflection sheets	Increased academic performance on Reading STAAR grades 3-5	Significant Progress Teams are meeting weekly for Kid Talk to discuss any social/emotional concerns. SEL teacher, counselor, and parent liaison meet weekly to address student concerns and formulate a plan. Staff is giving out Huffman High-Fives and Hawk Bucks. "Red Hawk Bucks" are an addition and are passed out to students reading or writing during Huffman Hello to encourage literacy.	Significant Progress Teams are still meeting for Kid Talk to address social/emotional concerns for any students. For the first 2 nine weeks, each classroom teacher selected one student to receive the Principal's Award. These students were recognized at the spirit assemblies for demonstrating all of the Learner Profile traits. Students continue to receive Hawk Bucks and Huffman High-Fives. When they receive a Huffman High-Five, their picture is added to the hallway bulletin board, they receive charms for their necklace, and a positive call home. The guidance counselors are focusing their bimonthly	Hawk Bucks and Huffman High Fives were continued to be given out through the last day of school. The SEL team continued to support students and families in the areas of growth identified.	1, 2, 3, 4, 8
	IB Character Charms	6329 – Supplies and Materials (Teacher Materials)	0							

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
								guidance lessons on social/emotional learning.		
Provide training by Jan Richards-The Next Step Forward in Guided Reading	The Next StepForward in Guided Reading Book and Teacher Companion	6329 – Supplies and Materials (Teacher Materials)	0	2 sessions-Sept 29 and Oct 13th	Training Attendance	Increase understanding of how to develop lesson plans in guided reading, Increased MAP and STAAR performance in reading	Significant Progress 98% of staff signed up for attendance, books received, District funds used for books and training.	Significant Progress All teaching staff attending one Saturday session of the Guided Reading Training (Sept 29 or Oct 13). Following the training teachers were required to use the Jan Richardson Guided Reading lesson plan templates which were saved in each grade level's Google Drive.	Teachers new to Huffman will receive a more comprehensive version of the Jan Richardson training. Returning teachers will receive a refresher as well as another consultation with a representative from Jan's group.	
Use Literacy Footprints by Jan Richardson for Guided Reading	Footprint Kits	6329 – Supplies and Materials (Teacher Materials)	3000	Weekly	Lesson Plans, Evidence observed in Walk Throughs	Increased MAP and STAAR performance in reading	Some Progress Developing plan for number of kits needed and use of Title I funds in addition to funds provided by district.	Significant Progress Kits arrived on campus the beginning of November and were distributed to grade levels and organized for check-out. Once teachers began using the scripted Guiding Reading lesson plans filling out the templates discontinued. Teachers have found the lesson plans extremely helpful and time efficient. Guided Reading groups by	New teachers will need additional training and support in implementing Literacy Footprints from Elementary Academic Services and mentors.	

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
								level are now written in to each grade's weekly lesson plans.		
Plan and use Intentional Phonemic Awareness Strategies.	Heggerty Phonemic Awareness Books	6399 – Supplies and Materials (Instructional Supplies)	540.00	Weekly	Lesson Plans, Evidence observed in Walk Throughs	Increased MAP	Some Progress Ordering and will start to use as soon as available. Teachers are using the materials and implementing lessons	Significant Progress "Phonemic Awareness-The Skills That They Need to Help Them Succeed" books arrived on campus in October for grades PK-1st. The 35 week program was started immediately and has been implemented in all PK-1st classrooms daily.	The implementation of the new TEKS and resources gives a more structured plan to intentionally teach phonics. Our teachers will continue to use our plan from this year as well mentor new teachers.	
Literacy Footprints Kits First and Second Grade	Footprint Literacy Kis	6399 – Supplies and Materials (Instructional Supplies)	5670.00	Weekly	Lesson Plans, Evidence observed in Walk Throughs	Increased MAP and STAAR performance in reading	Some Progress Ordering additional materials to supplement guided reading groups.	Significant Progress Additional Kits were purchased in December in order to gradually allow every teacher to have their own kit in their classroom by the end of the 2019-2020 school year.	Additional kits will be purchased by Elementary Academic Services as the district moves forward with using the system for all grades in guided reading.	

Critical Action #2

Problem Statement	Overall in Math, the percentage of students meeting the Approaches, Meets, and Masters grade level standard is below the district. The current gaps are: Grade 3 - 61%/34%/13% - District - 86%/63%/40% Grade 4 - 74%/43%/25% - District - 83%/59%/39% Grade 5 (1st admin) - 59%/22%/10% - District 89%/68%/44% Special Education - STAAR Component score will be greater than or equal to the TEA component target score
Root Cause and Strategy	<ul style="list-style-type: none"> We will address the need for data analysis by ensuring that there are adequate structures and systems are in place to implement planning and instruction with fidelity; and ensure that there are adequate structures for appropriate assessment and instructional responses. We will address the responsiveness to student needs by ensuring that there are structures in place to support maximum learning time in the classroom.
Goal	Increased academic performance on Math STAAR grades 3-5
Project Lead	Campus Administrators, PISD Elementary Content Coordinators and Specialists, Campus Instructional Support
Staff, Title I Staff	Title I Teacher, Grade Level Teachers, Instructional Support, ESL Teacher, Counselors, SEL Teacher Leader, Special education staff
Materials and Resources	Edugence (PES Growth Roster, STAAR Roster, MAP data, TELPAS data), TEKS, SEL and Restorative Practices resources

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 #)
Provide training for all grade level teachers and instructional support on the purpose and use of formative and summative assessments.	TEKS Foldables	6329 – Supplies and Materials (Teacher Materials)	0	Meet with District Assessment & Accountability department September 19, additional support as needed.	MLP training log, training materials	Increased academic performance on Math STAAR grades 3-5	No Progress Instructional coaches were trained by a district curriculum and instruction staff member last spring and they shared with their teams. However, this has not taken place thus far.	Significant Progress Teachers met in groups (PreK-2 and 3-5) after school on October 10 to discuss the purpose, use, and analysis of formative and summative assessments.	The assessment department will be training teachers on using Edugence to build and track summative and formative data. This will cut down on the tracking systems that are teacher created.	1, 2, 3, 4, 8, 9

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
	IB PYP Planners	6329 – Supplies and Materials (Teacher Materials)	0					Instructional coaches are working with grade level teams to write formative and summative assessments. These assessments align with the TEKS and connect to the current unit of inquiry.	The fifth grade scores that were predicted by performance on MAP were closely aligned with the scores reported on STAAR by TEA. After the second administration those scores surpassed MAP Predictions. 88% of students reached approaches or above which is only 1% lower than last year's district average. The same predictors were used to plan instruction in 3-4 which will hopefully produce similar results. Math MAP showed growth in K, 2, 3 and 4th grades. Focus on instruction in 1st and 5th will be closely monitored for the upcoming year.	
Teachers will implement Number Talks to build number sense and problem solving skills.	Lesson Plans and PISD Curriculum Planner	6399 – Supplies and Materials (Instructional Supplies)	0	Daily	Lesson plans, classroom observations	Increased academic performance on Math STAAR grades 3-5	Some Progress Teachers are conducting Number Talks daily during math instruction. Students are sharing their thinking and how	Significant Progress Teachers are continuing to conduct Number Talks daily. Students have become more comfortable with	New teachers will need training on number talks as well as do peer observations and watch video clips of teaching examples.	

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
							they reached the answer. Teachers are asking probing questions to encourage discussion.	using academic vocabulary in their responses and explaining their thinking. Teachers are also becoming more effective with using questioning to encourage deeper thinking.		
Instructional support by the District C&I team (i.e. ensure lesson plans are reflective and include targeted interventions based upon current assessment data, provide feedback to teachers on formative and summative assessments, instructional approaches, conduct walkthroughs, etc.)	Planning Schedule	6200 – Professional and Consulting Services	0	Biweekly	Walkthrough data, walkthrough feedback	Increased academic performance on Math STAAR grades 3-5	Some Progress District math curriculum and instruction staff visited September 5. They conducted walkthroughs during math instruction and provided feedback to teachers and administration. Administrators shared the feedback with the instructional specialist team in order to provide support to the classroom teachers.	Significant Progress Geralyn Hendrick, district math curriculum support, visited November 2, December 13, and January 24. She conducted classroom walkthroughs with administrators and instructional coaches, which was then shared with teachers to improve instruction. She also sat in on grade level plannings to assist in lesson plan writing with targeted TEKS instruction. Teams also became more familiar with DreamBox (computer program) and district support explained how to assign lessons and analyze the data.	Elementary Academic services is currently scheduled to train teachers on assessing students in grades K-2. Lead4ward training will be attended by staff supporting 3-5 in order to assist teachers with TEKS and areas of importance.	1, 2, 3, 4, 8, 9

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
Teachers will analyze assessment data, both formative and summative, and use it for instructional planning.	Student Data	6399 – Supplies and Materials (Instructional Supplies)	0	Biweekly in Tier 1 and Tier 2 instruction	Classroom observations, progress as measured in student performance data in Edugence (RTI), lesson plans	Increased academic performance on Math STAAR grades 3-5	On Track to Make Progress Teachers are using formative assessments to form intervention groups to ensure mastery. Staff is using Class by RIT with MAP to target specific learning skills for instruction.	Significant Progress Teachers and instructional coaches are meeting every other week to analyze formative and summative assessment data. The first official data team meeting took place on October 26, 2018 during grade level plannings. Teams are taking minutes based on their discussions and the Google Sheet is shared with all staff for reference. Data for each student is entered into a spreadsheet to look for areas of concern and mastery. Teachers are reflecting as a team, addressing instructional needs, and adapting instructional practices, if needed.	Training will be provided for teachers to more efficiently use summative and formative data to drive instruction in 2019-2020.	1, 2, 3, 4, 8, 9
STRUCTURES TO SUPPORT MAXIMUM LEARNING TIME: - Provide training and establish campus-wide expectations. <ul style="list-style-type: none"> Social Emotional Learning training Restorative Practices training 	Restorative Cards	6329 – Supplies and Materials (Teacher Materials)	0	Staff training August 2018, follow up training as needed, De-escalation strategies training on September 5, monthly meet with 1st year teachers	MLP training log, SEL materials, RP materials, positive behavior support resources	Increased academic performance on Math STAAR grades 3-5	Significant Progress Cristi Foreman, campus behavior intervention specialist, met with 1st and 2nd grade teams to discuss behavior intervention plans	Significant Progress All staff is continuing to use restorative practices, social emotional learning strategies, and positive behavior supports. Some	As reflection takes place on practices and procedures adjustments are being made in order to refine the process, track data more specifically and support	1, 2, 3, 4, 8

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
<ul style="list-style-type: none"> Positive behavior supports 	Calm Down Basket Supplies		0				and how to read them appropriately and implement successfully. She also trained the entire staff on de-escalation strategies on the afternoon of September 5. Ashley Helms, district director of professional learning, will be meeting with 1st year teachers monthly, focusing on on classroom management which will maximize instructional time.	grade levels have incorporated "Peace Paths" to encourage students to resolve conflict with peers.	students in need of support.	
	Conscious Discipline Training	6411 – Other Operating (Staff Training - Registration, etc.)	0							
<p>STRUCTURES TO SUPPORT MAXIMUM LEARNING TIME: Establish and implement a school-wide system to promote positive behavior supports.</p> <ul style="list-style-type: none"> SEL teacher, counselors, and administrators will monitor and support the implementation of social emotional practices and restorative practices. All staff will implement positive behavior supports, such as Hawk Bucks 	IB Trait Charms	6399 – Supplies and Materials (Instructional Supplies)	0	Daily incorporation of SEL strategies through daily campus-wide meetings, daily classroom circles, guidance lessons, SEL teacher leader lessons	SEL teacher leader and guidance counselors lesson plans, Kid Talk/CMIT documentation, office referrals, reflection sheets	Increased academic performance on Math STAAR grades 3-5	Significant Progress Teams are meeting weekly for Kid Talk to discuss any social/emotional concerns. SEL teacher, counselors, and parent liaison meet weekly to address student concerns and formulate a plan. Staff is giving out Huffman High-Fives and Hawk Bucks.	Significant Progress Teams are still meeting for Kid Talk to address social/emotional concerns for any students. For the first 2 nine weeks, each classroom teacher selected one student to receive the Principal's Award. These students were recognized at the spirit assemblies for demonstrating all of the Learner Profile traits. Students continue to receive Hawk	Hawk Bucks and Huffman High Fives were continued to be given out through the last day of school. The SEL team continued to support students and families in the areas of growth identified.	1, 2, 3, 4, 8
	Conscious Discipline Books	6399 – Supplies and Materials (Instructional Supplies)	0							

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
and Huffman High-Five.	Hawk Bucks	6329 – Supplies and Materials (Teacher Materials)	0					Bucks and Huffman High-Fives. When they receive a Huffman High-Five, their picture is added to the hallway bulletin board, they receive charms for their necklace, and a positive call home. The guidance counselors are focusing their bimonthly guidance lessons on social/emotional learning.		

Critical Action #3

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the "Collaborative Teams that Transform Schools" PLC Process (policies and practices).
Root Cause and Strategy	We will implement the PLC process using the HRS and district policies and practices in order to support collaborative teams in their efforts to effectively address curriculum, assessment, instruction and the achievement of all students.
Goal	Effectively implement the PLC process and successfully create a productive culture of collaboration.
Project Lead	Campus Administrators
Staff, Title I Staff	Title I Teacher, Grade Level Teachers, Instructional Support, ESL Teacher, Counselors, SEL Teacher Leader, Special Education, Specials
Materials and Resources	"Marzano's Collaborative Teams that Transform Schools", Collaborative Team Autonomy Scale, TEKS

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 #)
1. Admin will facilitate the creation of group/team norms by sharing samples, collecting copies of each team's norms, and providing feedback to teams regarding those norms.	Collection of Norms	6411 – Other Operating (Staff Training - Registration, etc.)	0	August 2018 training by IB PYP coordinator, review norms weekly	Team norms, MLP sign in sheet	Effectively implement the PLC process and successfully create a productive culture of collaboration.	Team norms are in the front of all teacher's PYP Planning binders for quick reference. Teams refer back to norms as needed, but not often intentional for review or revision.	Guides are used at daily planning and used as reference.	Use of norms this year caused other areas of collaborative teaming to emerge. Teachers will evaluate each other's strengths, write common goals and establish norms.	
2. Teams will take collective ownership of student achievement which will be evident in practice and products, including common assessments.	Created Assessments	6399 – Supplies and Materials (Instructional Supplies)	0	Weekly	Common assessment data, lesson plans	Effectively implement the PLC process and successfully create a productive culture of collaboration.	Teams discuss student data as a collaborative group and reflect on results. Staff from the district assessment, research, and program evaluation met with teams on September 19 to	Kid Talk, CMIT and other collaborative discussion around teams with not only members of the grade level team but other campuses from team creates organic ownership of students	Teachers will continue to share, plan and support students outside of their classroom and inside their classroom. Responsibility will be a collective approach.	

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
							review grade level PES based on MAP data from last spring. Teams used PES to evaluate effective/ineffective instruction, and also studied individual students and their growth measures.	throughout their grade level.		
3. The master schedule will include collaborative time for teams, as well as time for vertical collaboration among grade levels.	Master Schedule	6399 – Supplies and Materials (Instructional Supplies)	0	August 2018	Master schedule	Effectively implement the PLC process and successfully create a productive culture of collaboration.	The master schedule was revised for grades 3-5 and K-2 to have specials in a row in order to provide time for vertical collaboration. This hasn't happened at this time due to student coverage and supervision.	There have been no issues with the master schedule at this time. Specials have changed their rotations to maximize instruction time.	The master schedule will remain the same because the format allowed each grade the ability to collaboratively team as well as allow students needs instructionally to be met.	
4. Admin will visit plannings and team meetings to observe the collaborative process of each team.	Planning Schedules	6399 – Supplies and Materials (Instructional Supplies)	0	Weekly	Team norms, admin schedule	Effectively implement the PLC process and successfully create a productive culture of collaboration.	Admin visits plannings as frequently as possible, and especially attempts to be a PYP plannings. Admin is often called on the radio to help with behavior needs, which removes them from planning.	Admin does visit plannings frequently but the ordinations of the attendance is not always conducive to time efficiency.	With the addition of a third AP grade levels plannings will be divided in order for an administrator to be present at every meeting. Meeting recaps can take place at weekly administration meetings with the admin team.	

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
5. We will ask collaborative teams to engage in self-reflection regarding adherence to team norms.	Self Reflection Tool	6399 – Supplies and Materials (Instructional Supplies)	0	At the end of each nine weeks (3 times a year)	Team norms, revisions if necessary	Effectively implement the PLC process and successfully create a productive culture of collaboration.	All staff was invited to take a Google survey at the beginning of September to assess their feelings on collaborative groups. The administrative team reviewed the results and addressed any concerns moving forward.	Although self reflection on norms has not been a frequent activity. Reflection on IB planers take place before, during and after each unit.	Reflection on norms did not take place on a consistent basis and the process needs to be revised to allow for more frequent reflection.	
6. Offer a book study that to assist staff in understanding the needs of different ethnicity and backgrounds to improve communication between staff to increase the effectiveness of collaborative teams.	Book - "Why are all the Black Kids Sitting Together in the Cafeteria?" by Beverly Daniel Tatum, PhD	6329 – Supplies and Materials (Teacher Materials)	0	Monthly	Attendance of Meetings, Discussion Questions, Activities	Increased effectiveness of communication with staff, parents and students and collaborative teams.	Significant Progress Staff was invited to participate in a book study using the book, "Why Are All The Black Kids Sitting Together in the Cafeteria?" by Beverly Daniel Tatum, PhD. All participants were provided with questions and activities. The collaborative team met 3 times for discussion, reflection, and relevance to our students - September 19, October 24, and November 28.	Some Progress Staff was invited to participate in a second book student using the book, "Poor Students, Rich Teaching," by Eric Jensen. Participants will meet January 28, February 25, and March 25.	Book studies were offered as optional which limited participation. The possibility of using chapters or excerpts from useful books may encourage more participation.	
	Book - "Poor Students, Rich Teaching" by Eric Jensen	6329 – Supplies and Materials (Teacher Materials)	440.00							

Huffman Elementary – 2018-2019 Campus Improvement Plan

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 #)
7. Specific staff members to attend professional development that encourages collaboration between various ethnicities and backgrounds to increase the effectiveness of communication in collaborative teams.	TABSE Annual State Conference Registration	6411 – Other Operating (Staff Training - Registration, etc.)	930.00	February 20-24	Registration, Certificate of Completion	Strategies that increased communication in collaborative teams.	Some Progress Completion of Title I Proposal for funding of professional development.	Some Progress 5th grade team leader, Ashere Thigpen, and guidance counselor, Angela Williams, will attend.	Based on information from this year a more in depth learning opportunity will be used at the beginning of the year with mini sessions throughout the year to follow up.	
8. Specific staff members to attend professional development that encourages collaboration between various ethnicities and backgrounds to increase the effectiveness of communication in collaborative teams.	Parental Involvement Conference	6411 – Other Operating (Staff Training - Registration, etc.)	370.00	December 6-8	Registration	Strategies that improve communication and outreach to the community and all stakeholders.	Some Progress Completion of Title I Proposal for funding of professional development.	Significant Progress Lori Brooks, assistant principal, and Title I teacher, Lilly Jensby, attended the conference in December 2018.	Albert Wright and his team will conduct a more in depth version. The Professional Learning Department will provide culture competency training	
9. Specific staff members to attend professional development that encourages collaboration between various ethnicities and backgrounds to increase the effectiveness of communication in collaborative teams.	Rockin' Review Conference	6411 – Other Operating (Staff Training - Registration, etc.)	940.00	January 30, 2019	Registration, Certificate of Completion	Strategies that increased communication in collaborative teams.	Some Progress Completion of Title I Proposal for funding of professional development.	Some Progress Teachers are registered and will attend conference.	This proved to be a very valuable training and more Lead4ward trainings are to be attended by more members of the campus team.	

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	August 2018	Campus Wellness Team has been established. Measurable goals have been discussed and implemented.	The Campus Wellness Team organized a staff "get fit" weight loss challenge in the spring semester. A group of teachers exercise after school several days a week, creating an accountability system.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018	We are still seeking a parent volunteer to serve on the CWT.	The parent volunteer served on the CWT and co-planned Field Day.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Pieces are written into the IB PYP curriculum planners throughout the year	Teachers have implemented lesson and are continuing to do so through the remainder of the year.	Health curriculum is included in the PYP curriculum planners taught by classroom teachers. The PE coaches also incorporate health TEKS in instruction.
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	September 2018	Bulletin board has been created in the cafeteria and there are also materials hanging in and around the gym.	The bulletin board remained in the cafeteria. The gym has health and fitness resources posted, as well as posters of the body systems.
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	Every Nine Weeks-eNews	Parents have been informed of community and district event through our newsletters. At the Fun Run, we hosted a CPR booth.	Field Day was advertised through various media.

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	Pre assessment in November/December , Post assessment in May	Students have completed the Fitnessgram.	Students took home results of the Fitnessgram in May.
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	Upon completion of pre and post assessments, twice a year	Data is being entered and reports will be sent at the end of the year.	Students took home results of the Fitnessgram in May.

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	Weekly through PE class period and outside recess	Students have the appropriate amount of time in PE class and the goal of 70% physical activity is being met on a regular basis.	Students have the appropriate amount of time in PE class and the goal of 70% physical activity is being met on a regular basis.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Spring Semester	Students have used pedometers in the Fall Semester.	Students are familiar with pedometers. The PE coaches taught students how to monitor heart rates before and after exercise.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	Weekly lesson plans by grade level	The PE department is working to ensure the fidelity to the state standards and integration into the transdisciplinary themes of the IB program.	The PE coaches follow curriculum based on the TEKS and integrate PYP and Learner Profile traits as appropriate.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	Daily at recess	Students receive daily unstructured play at recess in all grade levels.	Students receive recess daily and have the opportunity for unstructured play. New recess equipment was also purchased.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	Multiple times throughout the day in all grade levels	Students practice brain breaks and mindfulness in all grade levels.	Students take multiple brain breaks a day, as well as purposeful mindfulness and breathing time.

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	Weekly	Attendance is being monitored and follow up is occurring as needed.	Attendance is being monitored and follow up is occurring as needed. Students were referred to Truancy Court in severe cases.

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	August 2018	High Risk areas of hallways, bathroom, and lunch room have been identified.	High Risk areas of exterior doors, hallways, bathrooms, and lunch room have been identified.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Staff has consistent arrival and dismissal daily duties	High risk areas are being monitored more closely and expectation and practices are occurring.	High risk areas are being monitored more closely and expectation and practices are occurring. After any security incidents, staff reflects and plans appropriately.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Reviewed daily and as needed	School expectations are posted in all classroom and common areas.	School expectations are posted in all classroom and common areas. Students recite the essential

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					agreements every morning.

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 by December 2018	Teachers have completed training on bullying and sexual harassment through Safe Schools.	Teachers have completed training on bullying and sexual harassment through Safe Schools.
Review referral process.	Principal or designee	Campus referral plan	August 2018, as needed	Referral process was reviewed at the beginning of the year and teachers can access information on the staff website.	Referral process was reviewed as needed and teachers can access information on the staff website.

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	August 2018 staff training, as needed in weekly Kid Talk or monthly CMIT	Teachers have been trained in discipline management, and deescalation	During Kid Talk and CMIT meetings, staff discusses intervention

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				techniques. Monthly Kid Talk and CMIT are occurring.	strategies and reflect on practices that are successful and those that need to be revisited. Discussions are targeted and based on individual student needs.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018, when appropriate	Referral process was reviewed at the beginning of the year and teachers can access information on the staff website.	The referral process was used consistently and documented by administrators for data analysis purposes.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	August 2018, when appropriate	Informaion has been provided to staff, parents, and students.	Staff was trained on Conscious Discipline. SEL strategies, restorative practices, and positive behavior supports are implemented daily.

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	Reviewed daily, as needed	Information has been provided to staff, parents, and students.	Campus essential agreements are posted in the classrooms and common areas. Students also recite these daily.
Monitor high risk areas.	All staff	Schedule (if necessary)	Staff has consistent arrival and dismissal daily duties	High risk areas are being monitored more closely and expectations and practices are occurring.	High risk areas are being monitored more closely and expectations and practices are occurring. All staff monitor all students, not just "their students."

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, as needed	Referral process was reviewed at the beginning of the year and teachers can access information on the staff website.	Referral process was reviewed throughout the year, as needed. Teachers can access information on the staff website. Administration will discuss and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					edit (if needed) the use of student reflection sheets moving into the next school year.

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Reflection Sheets, Restorative Questions	Daily, as needed	Teachers have been trained in discipline management, and deescalation techniques.	Staff uses deescalation strategies as preventative measures. Staff has the restorative questions attached to their ID badges so that they always have access to them to assist students in resolving problems and conflict. Students must complete reflection sheets when appropriate and have become more comfortable

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					answering the restorative questions and creating a plan to move forward.
Employ discipline interventions.	Designated staff	Office Referrals, Student Success Plans	Daily, as needed	Teachers have implemented reflection sheets.	Staff uses deescalation strategies as preventative measures. Staff has the restorative questions attached to their ID badges so that they always have access to them to assist students in resolving problems and conflict. Students must complete reflection sheets when appropriate and have become more comfortable answering the restorative questions and creating a plan to move forward.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Office Referral	Weekly Kid Talk, Monthly CMIT	Staff has implemented the behavior plan and work together to analyze data.	Administrators document office referrals and data is analyzed at the end of the year to look for trends, areas of growth, etc.
Conference with parents/students.	Teachers or other staff	Student Discipline Data, Performance Data	Minimum yearly, as needed based on student need	Parent conferences have been offered to all parents. Parents are communicated with as issues and concerns arise and when plans are put in place.	Parent conferences are held to discuss behavior concerns or academic. All staff communicates with parents, not just classroom teachers.

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	Secretary	Secretary and parent liaison (both Spanish speakers), access to the internet	August 2018, when new students register	Parents were given the time and resources to complete this at Meet the Teacher.	The secretary and parent liaison share Parent Portal registration information with parents. They also help parents sign up if they need assistance.
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Secretary, Parent Liaison	Huffman PTA	August 2018	Parent liaison has offered assistance to families and we have made Chromebooks available to parents in the library at back to school and other family events.	Parent liaison has offered assistance to families and we have made Chromebooks available to parents at all events.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Campus Technology Assistant, Assistant Principal	Internet, website administrator training	August 2018, weekly	Campus website is up to date and maintained regularly.	The campus technology assistant (CTA) maintains the campus website

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					and ensures information is up to date. IB PYP information is also available.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	Parent liaison to translate into Spanish	Weekly	Parents receive a weekly eNews which is provided in English and Spanish.	The school and individual grade levels sent weekly eNews. The campus eNews is provided in English and Spanish.
Utilize social media to keep parents and community informed. Funding source: State and Local	Administrators, PYP Coordinator	Social media, "Stay Connected" brochure for families with all social media communication	Weekly	Huffman Elementary uses Facebook and Twitter to communicate with parents and the community.	Parents and community are informed by frequent posts on Facebook and Twitter. New families that register are given a card with all the social media accounts for Huffman.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Principal	Campus calendar, feedback	Monthly	PTA meets with Ms. Allen monthly.	The PTA board meets monthly with Mrs. Allen.
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Principal, PTA	Funding from PTA, Snacks	Monthly	PTA offers a variety of events for Huffman	In conjunction with PTA, the following evening

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local				families including- Hispanic Heritage Night, Fun Run, and Winter Night Event.	events took place - Hispanic Heritage, African Heritage, Asian Heritage, and Fine Arts Night.
Provide snacks for monthly Parent Outreach Events Funding Source: Title I	Principal, Title I Staff	Funding for snacks	Monthly- October-February	Snacks have been provided at these events.	Snacks have been provided at these events.

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	Guidance Counselors	Guidance lessons, social emotional learning	Biweekly	Elementary counselors implement lessons with all grade levels on bi-weekly basis.	The PreK-2 and 3-5 guidance counselors meet with classes twice a month. Lessons focus on SEL and growth mindset.
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	ARD paperwork	May 2019, when appropriate	Elementary staff is working with Pre-K staff to ensure students' needs are being addressed.	Staff collaborates with the 2 PreK teachers on our campus, as well as the early childhood PreK teachers.
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	Title I Teacher, Kindergarten Teachers	RAMP Up kits	April/May 2019	In Progress	Parents were given opportunities for workshops when enrolling PreK students. The RAMP kits have been discontinued.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary Campuses with full day Pre-K – 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	Pre-K Teachers	Schedule	May 2019	In Progress	"Meet the Teacher" took place in August before school. We also held a "Future Hawks Open House" on a Saturday in May for new to Huffman families to tour the building, meet staff, and connect with other new students.

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	Professional Learning Department, Curriculum Department, and Campus Administrators	Learning Saturday October 6, 2018 and as needed	Teachers have attended Jan Richardson Guided Reading, book studies, and conferences.	The campus professional learning plan was based on specific campus needs. This included: IB PYP, student agency, inquiry, guided reading, etc.