# Plano Independent School District
# Campus Improvement Plan

# Hedgcoxe Elementary

**7701 Prescott Drive**

**Plano, TX 75025**

# 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**

Hedgcoxe Elementary School is committed to developing responsible citizens by creating an engaging, caring learning community based on trust and the celebration of one another.

## Campus Information

**Administration Team**

**Principal,** Kristi Graham

**Assistant Principal,** Karen Williams

**About Us**

Hedgcoxe Elementary was named for English-born Henry Oliver Hedgcoxe, 1800-60, a land agent for the Peters Colony. Built in 1990, Hedgcoxe is an exemplary school that takes pride in developing well-rounded students with high academic standards and an emphasis on building character and empathy. Our school motto, "Take care of yourself. Take care of others. Take care of Hedgcoxe." allows all students to be a vital member of our school family.  We have a dedicated staff who strive to help all students reach their potential.  A few of our school programs include a Mentoring program; School-Based Improvement Committee (SBIC); and Parenting Classes offered by our Counselor. Additionally, Hedgcoxe PTA does an excellent job of involving parents in many family activities such as After-School (art, science, environmental and chess program); Reflections Art contest; Special and Gifted Education (SAGE); Collin County Adventure camp (fifth-grade); Multicultural night; Family Art night; Experience the Awareness day; Family Skate night; Family Picnic;Talent Show; Field Day; Fine Arts day; Parent Education workshop; Kindergarten Rodeo; Watch Dog Dads to name a few.  Hedgcoxe Elementary is committed to delivering a quality education to our students and build a safe and collaborative community for all of our families!

**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 – 08/28/2018 03:00 pm

Meeting 2:  Progress monitoring and review of strategic plan - 02/11/2019 03:00 pm

Meeting 3:  Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/16/2019 03:00 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 |
|---|---|---|---|---|---|
| Nina Tabanian | Faculty Member | 2018-2019 | | | |
| Joy Roberts | Faculty Member | 2018-2019 | X | | |
| Susie Gilrein | Faculty Member | 2018-2019 | | | X |
| Shelley Antoniou | Faculty Member | 2018-2019 | X | X | X |
| Ellen Mulvey | Faculty Member | 2018-2019 | X | X | X |
| Gail Brooker | Faculty Member, Special Ed | 2016-2017 | X | X | X |
| Kristi Graham | Principal | 2003-2004 | X | X | X |
| Marcus Miller | District Professional | 2018-2019 | | | X |
| Karen Williams | Campus Professional, Non-teaching | 2017-2018 | X | X | X |
| Jennifer Burton | Support Staff Member | 2017-2018 | X | X | X |
| Sara Keeth | Parent-Selected by PTA | 2017-2018 | X | | X |
| Alicia Wanek | Parent-Selected by Principal | 2016-2017 | X | X | X |
| Rosie Perez | Parent | 2017-2018 | | | |
| Heather Blachly | Parent | 2017-2018 | | | |
| Rebecca Jarecki | Parent | 2017-2018 | X | X | X |
| Robert Hayes | Parent | 2018-2019 | X | | X |
| Lori Ruml | Community Member | 2016-2017 | | | |
| Brooke Welch | Business Representative | 2018-2019 | | | |
| Amy Robbins | Faculty Member | 2017-2018 | X | X | X |
| Alexandria Hawley | Faculty Member | 2018-2019 | | X | X |
| John Kramer | Faculty Member | 2018-2019 | X | X | |

| Committee Member Name | Role | 1st Year on SBIC | Meeting 1 Attendance | Meeting 2 Attendance | Meeting 3 Attendance |
|---|---|---|---|---|---|
| Adrian Watson | Faculty Member | 2018-2019 | X | | 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 | $34,832.00 | State Compensatory Ed funds allocated for allowable supplemental resources and .5 staff. |
|---|---|---|

## Comprehensive Needs Assessment Summary

| Area Reviewed | Summary of Strengths<br>What were the identified strengths? | Summary of Needs<br>What were the identified needs? | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| Demographics | Our enrollment is increasing this year and included new positions in Kindergarten and Second Grade. Overall, there is low staff turnover as most teachers feel our school is a safe and collaborative environment, as evident in our HRS Indicator 1.4<br>Our staff is diverse and stable over the last three years. | Our ESL population has declined which has caused our teacher to become ½ time at Hedgcoxe. | Continue to provide a Multicultural Night that meets the needs of our students and families. |
| Student Achievement | Daily Intervention Time (PAW time) campus wide to reteach or front load information<br>TIER II/III Interventions for students<br>Academic Mentors and Instructional Specialist as a resource<br>PACE Specialist as a resource for differentiation | Growth model for SPED students and their instructional program<br>Using MAP Data and PES scores to drive on level students to a year or more of growth<br>Targeted TEKS Enrichment materials for Quintiles 1 & 2 students<br>Targeted Writing Instruction and clarity of what is to be taught at each grade level. | Writing across all content areas<br>Materials for differentiation and Higher Level activities for those students who need extra enrichment (Q1,Q2,Q3)<br>Increase passing rate on STAAR for SPED students. |
| School Culture and Climate | Staff and students feel safe at school<br>Staff and parents are aware of our emergency plans | Survey students and parents directly for their perceptions | Continue to address restorative practices in the classrooms with management and administrators ' roles. |

| Area Reviewed | Summary of Strengths<br>What were the identified strengths? | Summary of Needs<br>What were the identified needs? | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
|  | Community feeling and positive reactions on our HRS Indicators<br>Use of PBIS strategies, Hound Bucks and Layering system<br>Morning Meetings help with school and classroom connections<br>Student Council and other extracurricular activities for students to participate in | Changes to our PBIS systems to make it streamlined including a change in our office referrals | Survey parents and gather their feedback on perceptions and safety. |
| **Staff Quality/ Professional Development** | Trust built with open teams<br>Goal Setting meetings and sharing opportunities among staff members<br>Attending SEA professional development<br>Google Goal Groups available through the district<br>District has added a significant number of new modules on My Learning Plan for staff to complete online.<br>First Year Teacher Program - positive experience for new teachers | Continue to provide Extended Planning Time to teams<br>Creation of Norms for each group/PLC<br>Using the PLC/Collaborative Teams approach for all teams<br>Collaboration with like campuses throughout the district | PLC training for staff<br>NWEA/MAP data analysis<br>Extended Planning Time Agendas and calendar for the year |
| **Curriculum, Instruction, Assessment** | Small, flexible groupings in the classroom<br>PAW Time/Intervention time<br>Using MAP, TPRI, IRI Data, STAAR scores & Proficiency Rates | Time to collect and give assessments<br>Resources for Pre-assessments / Formative assessments<br>NWEA Training - aligning TEKS with MAP information | Curriculum Updates prior to units and time to understand changes to Curriculum Planner<br>Better analyze data to help teachers target student's needs |

| Area Reviewed | Summary of Strengths<br>What were the identified strengths? | Summary of Needs<br>What were the identified needs? | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| | Variety of Assessments available to teachers | Equally divided follow up time for those students who need help and those who need enrichment<br>Math manipulative lessons | Writing as an intentional part of our ELA block to address specific writing skills.<br>Resources (manipulatives) for Hands On Math lessons that are new this year. |
| Family and Community Involvement | Watch DOGS, Volunteers in the library<br>Academic Mentors<br>Counselor is an active participant in our CMIT, 504 process to help provide services if needed to families.<br>Fine Arts Day<br>Field Trip Volunteers & Camp Chaperones | Variety of parents participating in PTA and school events<br>Connecting academic needs with the PTA<br>Career related topics for parents to connect<br>Communication Streamline - ask parents the best way to connect | Formal ways for parents to provide input<br>Variety of Family activities, new ideas, other than Spirit Nights<br>Communication survey for parents<br>Varying family activities from year to year (Multicultural Night one year, Art Night the next year, etc.) |
| School Context and Organization | Open Communication with families and teachers<br>Staff that speaks their mind, share ideas, close knit community<br>Warm and inviting environment<br>Inclusive of ALC, ELC units into campus life | Volunteers, getting more parents involved both academically and socially<br>More diverse needs, look at more SEL strategies<br>Evaluating students' perceptions | Parental Involvement<br>Formal ways for the community to share their ideas.<br>Renew our focus on our mission and vision statements as a campus<br>Ensure all teachers participate with family and school activities when possible |
| Technology | Chromebook - One to one initiative continuing this year | Connectivity issues | More variety of applications for lower age students |

| Area Reviewed | Summary of Strengths<br>What were the identified strengths? | Summary of Needs<br>What were the identified needs? | Priorities<br>What are the priorities for the campus, including how federal and state program funds will be used? |
|---|---|---|---|
| | Google Classroom usage<br>Dream Box - Math program<br>Go Guardian for Chromebooks - allows a protection layer for students and teachers | Time and training on new technology and its use in the classroom<br>Classroom management of students' digital work completion | Digital citizenship/student management of their use of technology<br>More training for CTA to help problem solve technology issues at campus level. |

## Critical Action #1

| | |
|---|---|
| **Problem Statement** | Writing instructional time varied and our percentage of Masters level fourth grade students declined based on Fourth Grade Writing STAAR. |
| **Root Cause and Strategy** | (a) Ensure writing occurs across all content areas in all grades through staff and team leader meeting discussions.<br>(b) We will address the writing needs of our campus school wide through vertical TEKS analysis and vertical discussions.<br>(c) Ensure differentiation is happening in writing lessons through teacher lesson plans and planning sessions.<br>(d) Develop common writing rubrics and work with Academic Services to provide resources to our teachers. |
| **Goal** | We will improve writing instruction throughout the campus in order to improve student writing scores and continue to move students to the Meets and Masters level on the 4th grade STAAR test. |
| **Project Lead** | Campus Administrators, Specialists |
| **Staff, Title I Staff** | Grade level teachers, ESL teacher, Counselor, Special Education teachers, Academic Support Language Arts Specialist |
| **Materials and Resources** | District Curriculum, Edugence/MAP data, STAAR data, Patterns of Power by Jeff Anderson & Writing Strategies Book by Jennifer Serravallo |

| 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) Ensure writing is occurring across all content areas in all grades through staff and team leader meeting discussions. | | | | At the beginning of the year, align our schedules to reveal when writing is taking place in each grade level. | Grade Level schedules, inclusion and resource writing minutes, Instructional Time Allotments, Agendas- listed as topic for discussion each meeting | Increased academic performance in the area of writing across the campus. Our outcome includes a focus on moving students to the Meets and Masters Level of STAAR writing in fourth grade. | Some Progress Curriculum alignment for all subjects with regards to writing - August 6th PD provided by the Academic Services | Significant Progress August PD to help restructure when writing happens in all content areas.<br><br>Weekly Plans to reflect the writing focus. Teachers journal during their staff meetings as well | Significant Progress A positive action from this goal is that writing has been a campus focus in all content areas. We look forward to analyzing our STAAR Writing scores later this summer. | |

| 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) We will address the writing needs of our campus school wide through vertical TEKS analysis and vertical discussions. | | | | Teams will meet this first semester to discuss a Non-negotiables/standards of writing skills for each grade level. | Review list of Vertical Alignment and standards for writing. | Increased academic performance in the area of writing across the campus. Our outcome includes a focus on moving students to the Meets and Masters Level of STAAR writing in fourth grade. | Some Progress Implementing our writing times using the Instructional Time Allotments. | Significant Progress Using the Vertical Alignment Tool and Pacing Guide in the curriculum, teams created a writing non-negotiables list and labeled with TEKS: Hedgcoxe Writing/Grammar Checklist during our December Professional Development as well as dig into the learning progression of writing skills. | Significant Progress Writing has continued to be a campus focus and as a result our teachers have seen the improvement in writing skills and fluency. | |
| (c) Ensure differentiation is happening in writing lessons through teacher lesson plans and planning sessions. | | | | Using our extended planning time to include time to plan for writing assessments. | Use common formative assessments to differentiate writing strategies and topics. | Increased academic performance in the area of writing across the campus. Our outcome includes a focus on moving students to the Meets and Masters Level of STAAR writing in fourth grade. | Some Progress Ensure writing training such as Empowering Writers and other writing resources are available to teachers who need it. Patterns of Power & Writing Strategies Book as professional reading resources for our teachers. | Some Progress Stage 2 Planning protocols include looking at how to analyze data as a team based on created assessments. We reviewed both texts, Patterns of Power and Writing Strategies as teams were given those texts this year. Data discussions continue to be held in our teams as well as a part of our Kid Talk meetings held monthly. | Some Progress We will continue to analyze our writing data from fourth grade and use the new resources and ELAR TEKS to drive our differentiation moving forward. | |

| 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 #) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | |
| (d) Develop common writing rubrics and work with Academic Services to provide resources to our teachers. | | | | During our extended planning time, have teams discuss rubric ideas and create a common rubric. | Anchor charts for student and teachers to assess writing. | Increased academic performance in the area of writing across the campus. Our outcome includes a focus on moving students to the Meets and Masters Level of STAAR writing in fourth grade. | No Progress Review prior rubrics and discuss the standards to determine what the rubric/anchor chart should include. | Some Progress All teams are utilizing a rubric, many are using those provided by the district. Created the Grammar & Writing Checklists and connected it to TEKS. Focus on writing calibration discussions around the rubrics to help develop consistency on teams this semester. | Some Progress We continue to see the benefits of all teams ulitizing rubrics to analyze writing at each grade level. As we continue to develop into Stage Two Planning Protocol, we hope to use the rubrics as calibration tools for formative assessments. | |

## Critical Action #2

| | |
|---|---|
| **Problem Statement** | The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform Schools (PLC process book). |
| **Root Cause and Strategy** | (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.<br>(b) We will incorporate agendas and norms to all of our meetings in order to validate our team and the purpose of our work.<br>(c) We will restructure our collaborative teams by grade levels and include specialists in order to intentionally plan to meet the needs of all students.<br>(d) We will create common assessments with our collaborative teams to help monitor student achievement across the grade level. |
| **Goal** | We gain knowledge in the area of collaborative teaming in order to lead teams to the highest levels of autonomy, operational autonomy, and provide indicators of our work in accordance with the High Reliability Schools model in order to enhance student achievement. |
| **Project Lead** | Campus Administrators, Instructional Specialist |
| **Staff, Title I Staff** | Grade Level Team teachers, Specialists, Counselor, Special Education Staff |
| **Materials and Resources** | Collaborative Teams that Transform Schools book,  High Reliability Schools book, 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 #) |
|---|---|---|---|---|---|---|---|---|---|---|
| (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. | | | | Stage 1 & Stage 2 Planning Protocol Training by End of September | Professional Development meeting 8/2/18 Staff Meeting on 8/29/18 recorded on MLP | Overall, increase each 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. | Significant Progress Both Stage 1 & Stage 2 Protocols are provided at Professional Development Extended Planning Agendas are guides to help the planning process | Significant Progress We will continue to focus on student achievement, results through data, and collaborative teaming next year. Our focus on the four collaborative planning questions | |

| 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 #) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Focus on Four Collaborative Questions: What are students expected to learn? How will we know that they learned it? What will we do if they did not learn it? What if they already know it? Help teams consider these questions in their planning time as planning guides and questions were given to all teams to use while planning. | will be continued as well. Stage 2 planning will be implemented using our new ELAR TEKS and help teachers better understand the new TEKS for students and what is needed for their understanding. We are happy to report that our HRS Surveys for Level 1 reveal that students, teachers and parents feel that our school is a safe place for student learning. | |
| (b) We will incorporate agendas and norms to all of our meetings in order to validate our team and the purpose of our work. | | | | Weekly planning protocol meetings, Administration walkthroughs Extended Planning Time agendas will be used three times a year. | Weeking meeting notes and agenda including norms and other data documents. Extended Planning Time will be utilized for this action step as well. Collaborative Teams Rating Scale/surveys | Overall, increase each teams' autonomy and ability to perform at high levels which will in turn increase student achievement. | Some Progress Collaborative Teams Meetings with agendas and norms. Extended Planning Dates were scheduled and teams are creating the agendas for their planning time. Collaborative Teams Rating Scale will be given to teams at the beginning of the year. | Significant Progress Our collaborative teams have continue to use and follow their norms as they meet weekly and during our Extended Planning Sessions. Our schoolwide agenda for Extended Planning helps all teams focus on student achievement and drives the purpose behind those extremely | Significant Progress Our collaborative teams are working seemlessly with agendas and norms to define their work. Our Extended Planning agendas have helped set the purpose as a school on student achievement and allows administrators better understanding of the behind the scenes work that is | |

| 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 #) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | beneficial planning days. | happening around unit planning. | |
| (c) We will restructure our collaborative teams by grade levels and include specialists in order to intentionally plan to meet the needs of all students. | | | | Grade level collaborative teams will meet weekly with instructional specialists to use the district curriculum for planning and instructional practice. Weekly planning meetings (Tuesday afternoons) Weekly instructional support on a rotating schedule | Walkthroughs by administration and instructional specialists | Overall, increase each teams' autonomy and ability to perform at high levels which will in turn increase student achievement. | Some Progress Creating a Collaborative Team Planning schedule for the specialists and SPED to rotate through the teams. | Significant Progress Tuesday planning sessions with PLC Teams schedule Specialists are able to meet teams needs and differentiate their needs. This semester, the specific schedule is less needed and teams are utilizing the specialists on a more continous basis. | Significant Progress Our teams have evaluated their ratedt their growth this year on the HRS Collaborative Team Autonomy Scale. We have seen growth in all teams and using the scale, teams are able to use data to help them determine where their team was performing. | |
| (d) We will create common assessments with our collaborative teams to help monitor student achievement across the grade level. | | | | Common Assessments will be created during the planning meetings with collaborative teams. | Data analysis of the assessments through the team meetings. Student samples will be shared and discussed. | Overall, increase each teams' autonomy and ability to perform at high levels which will in turn increase student achievement. | No Progress Google Folders are being created for teams to share their agendas, evidence/data, and common assessments. | Some Progress Creating the common assessments is still our goal, we are sharing our HRS evidence through Google Folders in hopes to share those great ideas. Our teams do continually discuss and analyze data from established and district assessments in order to monitor student achievement. | Some Progress Teams have overall become more collaborative and purposeful in their planning and as we continue to hone our planning protocols, developing common assessments will help to move all students to higher levels of achievement. | |

## 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 | Review Campus Wellness Plan | Wellness Team will meet and make goals. | We will look forward to our Wellness Team creating new goals for the health of our students and staff members. |
| K-8 | Include at least one Parent on Campus Wellness Team. | Campus Wellness Captain | Campus Wellness Plan | | | |
| 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 | Health components are discussed on a weekly basis and performed during PE class. | Lesson Plans will reflect the school health curriculum. | We will continue to utilize our school health curriculum and make any adjustments as changes are made to it. |
| K-8 | Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. | P.E. Teacher/ Staff | Coordinated School Health Curriculum | Bulletin Boards and murals on Social and Emotional Health in the hallways | In addition, our teachers will be using a variety of SEL strategies this year to hlep | We will continue to have positive messages about social and emotional |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|---|
| | | | | | **Short Term** | **Long Term** |
| | | | | | students and parents have a better understanding of social and emotional well-being. | health throughout our school building, but also include those same ideas in morning meetings and guidance lessons. |
| 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 | Notification is done in a variety of ways through teachers web pages, marquee, phone tree when Family Wellness and Health Fair are planned. | Parents will be notified through teacher emails, marquee, web pages, and other social media avenues. | We are using a streamlined calendar with our Hedgcoxe Hounds newsletter that will share important information with our families. |

**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 | Fitnessgram will be performed during PE class in the Fall and Spring. | Fitnessgram was given this Fall & Spring | Scores were shared with parents in their report cards. |

| Applicable Students | Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|---|
| | | | | | Short Term | Long Term |
| 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 | Fitnessgram Data will be entered in Fall and Spring | Fitnessgram was given this Fall & Spring | Scores were shared with parents in their report cards. |

**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 | PE class will have a daily warm up time and vigorous physical activities and games | Our PE classes are structured in such a way that students are able to participate in warm up activites and continuously play new activiies and games. | We will continue to assess the amount of time students are being physically active during PE time and ensure that the number of minutes is met for each student. |
| K-8 | Measure MVPA and physical activity time using pedometers and heart rate monitors. | P.E. Teacher | Pedometers; heart rate monitors | Fitness Fridays will use pedometers | Due to the Flex Scheduling on Fridays, students will be able to participate in Fitness Fridays each week. | Specials will continue to ulitize the Flex Friday schedule to help students have more physical activity time each week and use pedometers. |

| 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 | Daily lesson plans will reflect appropriate developmental activities. | Lesson plans are available for administrators to view and reflect appropriate developmental activities. | Through observations and walkthroughs students are physically active 70-90% of class time. We will continue to use walkthroughs and observations to monitor this action step. |
| K-5 | Ensure students are receiving daily unstructured play during recess. | Principal | Lesson Plans Visible During Class Time | Recess is scheduled throughout the day for each grade level for thirty minutes. | Recess is monitored and all students participate in play during recess. | Recess will continue to be included in daily schedules. |
| K-5 | Encourage opportunities for brain breaks and short activity breaks throughout the day. | Principal | Observation | Brain Breaks and short breaks are included in each teacher's daily routines. | Continue to encourage student brain breaks and activity movement in the school day. | Teachers will continue to integrate brain breaks throughout the day for all students. |

**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 | Attendance is monitored weekly by our campus secretary and concerns are addressed through Attendance BIP's and Truancy filings. | Campus Secretary and Assistant Principal attended Truancy Training on 8/10/18. | Attendance was monitored and parents were notified of student absences and tardies. Parent meetings were scheduled to address any pertinent attendance concerns. |

## 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 | Review duty schedules and needs for campus with Leadership Team at the beginning of the year. | Duty schedules were created. To address our carpool issue, parents were reminded of the procedures and solutions to the back up were provided at Back to School Night in August. | Due to a parent survey with safety and an evaluation by our Safety Officer, our morning drop off procedures were changed to create a safer drop off system in the morning. The feedback from parents through our survey showed that they feel the school is a safe environment for student learning. The change is helping our morning procedures run smoothly and we plan on |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | **Short Term** | **Long Term** |
| | | | | | continuing this next year. |
| Monitor high risk areas. | Principal Designee | Staff assignments/ schedule | Duty schedule is created for all of our high risk areas so that teachers supervision is available. | Duty schedule will be shared and followed by staff. | Our Duty schedule changed as a result of the new morning drop off system which allowed for more supervision of our students in the morning. |
| Follow Campus Rules/Expectations. | Principal | Code of Conduct, District Handbook Campus Handbook | Classroom and grade level expectations are introduced the first weeks of school and routinely reviewed throughout the year. | Explain procedures, routines, and expectations with the students. Each grade level shares their expectations with parents at their Back to School Night in August. | Our schoolwide procedures and expectations were continuously reviewed with students in their classrooms and with administrators as needed throughout the year. |

**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 | Safe Schools Videos reviewing Bullying | Staff Completion of Videos on Bullying and | We will continue to address bullying concerns |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | Short Term | Long Term |
| | | | | Sexual Harassment | as they arise with parents and help teachers to educate students and families about the impact of bullying. |
| Review referral process. | Principal or designee | Campus referral plan | CMIT/504/SPED meetings at the beginning of year to review student needs and procedures | SPED team leader, Counselor and Instructional Specialist meet with each team to review the process and student needs prior to school starting. | We will continue to review the CMIT/504/SPED referral process with our teachers at the beginning of the year and help families understand the process as well. |

**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 | PBIS strategies were reviewed at the beginning of the year with the staff. | New House System is going to be reviewed in hopes to be implemented this year to develop school culture and community. | We have been using House System this year and students have collaborated with all students within their house. We surveyed the teachers and we will evaluate the |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | Short Term | Long Term |
| | | | | | effectiveness of the new program and make any appropriate changes. |
| Implement campus referral plan. | Principal or designee | Campus Referral Plan | Continue to implement Positive Behavior strategies and use of Hound Bucks year round. | Hound Bucks were distributed and the schedule for the Hound Cart (K-2) was created. | Our Hound Bucks were collected for each grade level and added to each House in the Hound House system to encourage house pride. |
| Utilize Discipline Management strategies. | Principal or designee | Discipline Management Plan | Counselor, Leadership team and Administrators worked on implementing a new office referral sheet. | Creation of the new Office Referral | We ulitized the new Office Referral sheet this year and found it to be useful and provide the information we need to help students and teachers. |

**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 | Counselor provides lessons to each class through Guidance Lessons. Expectations and citizenship are addressed in our morning meetings and classroom discussions daily. | Morning Meeting topics are created by our Counselor to address citizenship and student expectations at our school. | We will continue to use the morning meetings to build rapport and relationships in each classroom. Our counselor will provide topics for students to discuss as a guide for teachers. |
| Monitor high risk areas. | All staff | Schedule (if necessary) | Teachers and staff continuously monitor safety in classrooms and on the campus and report to the office when the need arises. | At the beginning of the year, safety drills and security are reviewed through our Campus Emergency Plan. | Our safety drills are completed in a timely manner and we will continue to review expectations with our students at the beginning of each year. |

**STUDENT EDUCATION**

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | Short Term | Long Term |
| Explain referral process/contacts. | All teachers | Referral Plan | Staff Handbook is reviewed and updated at the beginning of the year. | Teachers sign an acknowledgement page and handbook topics | Staff Handbook will be reviewed and revised as needed each year |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
| --- | --- | --- | --- | --- | --- |
| | | | | Short Term | Long Term |
| | | | | are reviewed at the beginning of the year. | to help teachers and staff better understand their roles and deliver important information. |

**STUDENT INTERVENTION**

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
| --- | --- | --- | --- | --- | --- |
| | | | | Short Term | Long Term |
| Apply classroom interventions. | All teachers | All teachers | Teams set norms for classroom interventions at the beginning of the year. | Norms are discussed and signed by teams at the beginning of the year. | We will continue to utilize norms and setting of expectations in each classroom at the beginning of each year. |
| Employ discipline interventions. | Designated staff | Administrative Staff | Review of Positive Behavior Supports and CPI training is completed at the beginning of the year | SPED reviews students' needs with campus staff to help support PBS. | CPI training will be conducted by the SPED teachers and CORE team each year and our SPED teachers will review PBS supports with our teachers and new students. |
| Use other intervention strategies as necessary/appropriate. | Administrative staff or counselors | All Staff | Review of SEL strategies and PBIS with our | Continue to address needs as they arise and | Our counselor, instructional specialist and |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | **Short Term** | **Long Term** |
| | | | counselor at the beginning of the year. | discuss with CMIT team or other specialists. | SPED team will meet with all teachers to discuss the needs of students at the beginning of the school and adjust any strategies then. |
| Conference with parents/students. | Teachers or other staff | All Staff | K-2 Conferences are completed three times a year. 3-5 conferences are held when the need arises by families or teachers | Positive contact to parents is completed in the first three weeks of school | Positive contact is continued throughout the year by all staff members, conferences are held by K-2 teachers and by teachers as necessary. We will continue to encourage our teachers to create that positive rapport with families by having a positive contact within the first three weeks of school. |

## 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.<br>**Title I Components: 1, 6, 10**<br>**Funding Sources: SCE, Title I and Local** | Principal | All Staff | All parents are required to register students by the beginning of school in August. | At the grade level Back to School nights in August, teachers explain how to access Parent Portal, grades, enews and attendance procedures. | Our Back to School nights are scheduled for next year in August to help families better understand grade level expectations and share other relevant news. |
| Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.<br>**Title I Components: 1, 6, 10**<br>**Funding Sources: SCE, Title I and Local** | All teachers and staff | All Staff | At the beginning of the year, parents are offered information in various forms including paper forms for those without access to technology. | YOO (Youngest and Only) packets are given to families with information. Phone tree is utilized. Technology was available for our parents at the Meet the Teacher to complete any online parts of registration or other school related activities | We will continue to use the YOO packets with our familes to share information.  Our phone tree is organized to be used as well all year.<br>We will have technology avaialble for our Meet the Teacher to help with any registration or other PTA activities. |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | **Short Term** | **Long Term** |
| | | | | (PTA member, yearbooks, etc.) | |
| Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local** | Principal, CTA | Campus CTA | At the beginning of the year, CTA will update our website for the school. | The links to the websites and other social media outlets are shared with parents through emails, newsletters, and at Back to School Night in August. | We will have our teachers continue to update their webpages in the new school year as well as share the social media outlets with each grade level. |
| Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local** | Campus Secretary | Campus Secretary | YOO packets are organized for the year and distributed as needed. | PTA/Office volunteers help with the YOO packets. | Parents will receive paper copies of calendars and newsletters through the YOO packets. |
| Utilize social media to keep parents and community informed. **Funding source: State and Local** | Principal | Margot Anderson | At the beginning of the year, families are encouraged to join the various social media outlets (Twitter, Facebook, Instagram) for their students. | Back to School Nights allow teachers to share their social media connections with the parents. | We will continue to reach out to our parents through Facebook, instagram and other social media outlets to help them with making connections and |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | Short Term | Long Term |
| | | | | | sharing information. |
| PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.<br>**Funding source: State and Local** | Principal/PTA President | Principal/PTA President/PTA Board (including several staff members) | Monthly PTA board meetings are held to discuss upcoming events and create a cohesive connection between the school and PTA. | Meeting agendas and Principal updates are shared at the PTA Board meetings. | Principal updates are shared monthly at the PTA board meetings and positive relationships are created between school and the PTA through this collaboration. |
| Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…).<br>**Funding source: State and Local** | Counselor | Brooke Burnette | A schedule of Parent Information Meetings are created by our counselor based on the needs of our community at the beginning of the year. | New Parent Meeting was scheduled regarding testing and understanding how to read the testing results. | Parenting classes will continued to be offered at our school through the scheduling of our counselor. |

## 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.<br>**Title I Components: 7**<br>**Funding source: State and Local** | Counselor | Brooke Burnette, Classroom Teachers | Bi-monthly lessons are scheduled with the counselor for each classroom | Our counselor uses the District Curriculum and campus needs to determine which lessons are taught to our students. | Our counselor will continue to use the district guidance curriculum and small groups to help meet the needs of our students. |
| Elementary staff work collaboratively with Pre-K staff throughout the school year.<br>(i.e. Transition ARDs and CMIT Transitions)<br>**Title I Components: 7**<br>**Funding source: State and Local** | Special Education Team Leader, Kindergarten Team Leader | Kaylee Fortney | Collaboration is set up as needed throughout the year for specific students | Observations are scheduled by our SPED team leader as the need arises. | Our SPED team works collaboratively with our Pre-K counterparts for a smooth transition |
| **Elementary Title I Campuses –**<br>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.<br>**Title I Components: 7** | Administration, Special Education Team | Special Education Team and Kindergarten Teams | In April, the Kinder Kick Off is scheduled and students who are entering kindergarten can participate in this workshop to help them be prepared for kindergarten | Kindergarten and SPED teams organize the Kinder Kick Off and seek out student helpers who are interested in being a teacher to participate in this event. | We will continue to offer Kinder Kick off to our new kindergarten students and our parents help organize activites for our incoming kinder students to meet each |

| Action Step | Project Lead | Staff/Resources | Implementation Timeline | Monitoring Status | |
|---|---|---|---|---|---|
| | | | | **Short Term** | **Long Term** |
| **Funding source: State and Local** | | | | | other prior to the start of school. |
| **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.<br>**Title I Components: 7**<br>**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 | Administrators and Leadership Team | As new Campus Goals and Improvement Plans are reviewed at the beginning of the year, our calendar of professional development will be created | Teachers are able to attend PD based on their specific goal for this year. | We will continue to support our teachers with the best possible PD activities to support their goals and learning needs. |