



**Plano Independent School District
Campus Improvement Plan**

Hightower Elementary

2601 Decator Drive

Plano, TX 75093

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

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

Plano ISD Mission Statement

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

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

The Hightower community will develop self-directed lifelong learners who achieve their personal best in a diverse world.

Campus Information

Administration Team

Principal, Mariea Sprott

Assistant Principal, Ashala Morris

About Us

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 – 08/27/2018 11:30 am

Meeting 2: Progress monitoring and review of strategic plan - 01/22/2019 02:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/09/2019 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
Terry Eddy	Faculty Member	2016	X	X	
Patrick Quinlan	Faculty Member	2008	X		X
Sharon Sowry	Faculty Member	2014	X	X	X
Mandy Chidichimo	Faculty Member	2017	X	X	X
Morgan Kemendo	Faculty Member	2018	X	X	X
Margaux DiGiovanni	Faculty Member, Special Ed	2016	X	X	X
Mariea Sprott	Principal	N/A	X	X	X
Cindy Van de Ven	District Professional	2012	X		X
Ashala Morris	Campus Professional, Non-teaching	2017	X	X	X
Aubrey Nell	Support Staff Member	2010	X		X
Hilary Dietz	Parent-Selected by PTA	2018	X		
Tsuiling Wang	Parent-Selected by Principal	2017			
Sharonda Dillard-Sterling	Parent	2018			
Jessica Perez	Parent	2018			
Herman Wegayehu	Parent	2018			
Tara McCoy	Parent	2018			
Sarah Zipser	Community Member	2017		X	
Dr. Myrtle Hightower	Community Member	N/A			
Donald McClain-Menchies	Business Representative	2016			
Scott Fritsche	Business Representative	2015			

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	\$69,664	State Compensatory Ed funds allocated for allowable supplemental resources and 1 staff.
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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	We consistently recognize and appreciate differences in cultural diversity	As our population becomes more diverse, the needs of our students are changing. Teachers and students need more support and/or training in order to meet those needs.	Administration will work with staff to determine the needs of students in sub-populations. Based upon needs, funding will be utilized to address the needs of diverse students.
Student Achievement	Effective teaching & interventions promote high achievement.	Our campus needs a systematic approach across content and grade levels for students who are not meeting growth expectations.	Consist unpacking of the TEKS and clear understanding of what TEKS are to be taught at each grade level. Routine assessments to determine whether students are mastering expected grade level TEKS. Monitor and adjust instruction accordingly.
School Culture and Climate	We have a warm & nurturing environment where student success is celebrated. The students have several opportunities to be recognized throughout the day, both building wide incentives and in their classroom.	Clear and consistent discipline procedures Increase staff acknowledgement and appreciation practices SEL Strategies-more than just community circles	We will create a discipline referral system that outlines clear and consistent discipline procedures building wide. SEL presentation and strategies to be shared with the staff during staff meeting and throughout the year. Administration will recognize and appreciate staff on an ongoing basis.
Staff Quality/ Professional Development	We have a high quality, supportive and committed staff.	We need more time for authentic and meaningful collaboration with vertical teams.	We have created a schedule where collaborative teams (vertical teams) will be meeting periodically throughout the year to share ideas and best practices. Assigned grade level teachers will also

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?
			be sharing monthly during staff meetings.
Curriculum, Instruction, Assessment	Rigorous monitoring of all students. Plan for students' learning driven by TEKS and differentiated instruction based on students needs.	We need resources that systematically fill in students gaps.	We will invite district curriculum staff for support and develop additional strategies within our collaborative team planning meetings. (Vertical and Team Planning meetings)
Family and Community Involvement	Our PTA is the strength of our school community. We have many activities that are sponsored by our PTA, as well as by our school to include our families.	With our school becoming more diverse, we need to maximize our efforts to involve all populations in our various school activities.	During evening events, we will invite and encourage all families to get involved and participate. (one example is to change multicultural day to an evening even to include parent participation and to lead activities related to their culture). ESL teacher will also look at forming a collaborative team to see how we can reach more families from various backgrounds.
School Context and Organization	Overall, Hightower is a place that parents and students enjoying coming to school. Extended planning has allowed time for teams to dig deeper into the curriculum and time to analyze data.	Learning communities need to focus on extending their learning and its impact on student achievement.	Collaborative teams, both vertical teams and grade level teams will meet periodically to make sure curriculum and assignment are vertically aligned.
Technology	We are provided with a variety of devices to meet the needs of different student groups. Technology is widely used in all subjects and across all grade levels. Staff have a pretty good understanding of technology and have attended	With Google being the preferred method of communication by the district, our campus does not use Google consistently.	Implement a Technology Collaborative Team that will provide trainings that are Google specific.

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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?
	professional development classes to help gain a better understanding.		

Critical Action #1

Problem Statement	The percent of students meeting growth expectations above one standard deviation is below the district in the following groups: Grade 2 Reading (Hightower-17% District-22%) Grade 3 Math (Hightower-22% District-26%) Grade 4 Math (Hightower-12% District-16%)
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 planning and instruction with fidelity. b) We will address ineffective instructional strategies by analyzing prior year student performance using STAAR and PES data to identify instructional strategies that were effective and those that were not. c) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning.
Goal	Increase the percentage of all students meeting growth expectations above one standard deviation in reading and math to decrease the gap between the campus and the district in identified areas.
Project Lead	Campus Administrators, PISD Elementary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level Team Teachers, ESL Specialist, Instructional Specialist, Counselor, PACE Specialist, Special Education Teachers
Materials and Resources	District Curriculum, Edugence, (PES Growth Roster, STAAR Roster, MAP data), Eduphoria, Gradebook

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 #)
Effective Planning 1. Administration and District Curriculum Specialists will provide training on district planning protocols. 2. Grade level teams, Intervention Team will meet weekly with the C&I team to use the district curriculum for planning and instructional practice. *Weekly planning meetings to maintain alignment to the curriculum *Weekly instructional support by C&I team (i.e. provide				1. Professional Development meeting scheduled at least three times a year (October 2019, January 2019, April 2019) 2. Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk-Through Data, documents, notes	MLP training log, agendas and materials	Increase academic performance by implementing planning and instruction protocols with fidelity.	On Track to Make Progress Committee members discussed the CNA and collaborated on action steps that will be implemented throughout the school year to address the Problem Statement in Critical Action Step #1.	On Track to Make Progress Student groups continue to remain fluid. Interventionists have been assigned to address specific populations and students showing a need for additional intervention.	On Track to Make Progress All grade level teachers have seen an increase in student performance as compared to BOY MAP scores. Official student data will be available once lower grades have concluded MAP testing.	

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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 #)
<p>feedback to teachers on strategies, planning, instructional approaches, etc.) *Weekly Walk-Throughs by Administration and observations by C&I team to document implementation of the plans into instructional practice.</p> <p>3. Extended time will be provided for teams to implement the planning protocols for unit instructional planning.</p> <p>4. Planning will include differentiated homework and preassessments in math, math *Target instruction based on abilities</p>				<p>3. Scheduled of extended team plan meetings</p> <p>4. Weekly planning (August 2018-May 2019)</p>						
<p>Data Analysis</p> <p>1. Provide training for all grade level teachers, specialists and special education staff on the purpose and use of formative and summative assessments.</p> <p>2. Each grade level will establish fact fluency standards (i.e. 2nd grade addition/subtraction facts, 3rd grade-multiplication/division facts) *Lesson plans reflect targeted intervention based upon assessment data</p> <p>3. Teachers will analyze assessment data and use it to plan for instruction.</p>				<p>1. Professional Development meetings (scheduled August 2018 with Jennifer Ruth)</p> <p>2. Weekly grade levels team planning (August 2018-May 2019)</p> <p>3. As the need arises (at least biweekly) in Tier 1 and Tier 2 instruction</p>	MLP training log, formative assessments	Increase grade level teacher knowledge and use of resources available on Edugence for instruction and formative/summative assessments	On Track to Make Progress 1. Jennifer Ruth from the Assessment Department provided Professional Development to staff on how to navigate Edugence	On Track to Make Progress 1. Teachers have incorporated CFAs in their planning	Significant Progress 1. Grade levels have established instructional practices that address math facts that have resulted in significant improvement with fluency.	

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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 #)
<p>Social and Emotional Learning</p> <p>1. Provide training to increase staff awareness of Social and Emotional Learning standards.</p> <p>2. Establish and implement a school-wide system to promote the social and emotional health of students.</p>				<p>1. Staff presentation by Counselor September 2018</p>	<p>1. MLP training log</p> <p>2. Observed and documented Social and Emotional lesson plans (morning circle) and student visuals (main hallway)</p>	<p>Increase students learning time, engagement and academic performance by decreasing classroom disruptions</p>	<p>On Track to Make Progress Counselor provided PDH to staff that fostered ideas and conversation to promote an positive social emotional environment in the classroom.</p>	<p>On Track to Make Progress Counselor sends out reminders and suggestions via email regarding circle prompts, behavior strategies and social and emotional ideas.</p>	<p>Significant Progress Circle time is consistent throughout the building. Teachers use strategies to promote a positive climate in the classroom.</p>	

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	We will address the need for specific training on policies and effective practices by ensuring the PLC process is implemented consistently using the district's PLC protocol with fidelity.
Goal	Increase autonomy of all collaborative teams in order to be in alignment with the Collaborative Teams that transform PLC process (policies and practices).
Project Lead	Administration
Staff, Title I Staff	Collaborative Team Facilitators
Materials and Resources	Campus Needs Assessments, Campus Survey/Feedback, District Provided Exit Ticket Survey

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 #)
Collaborative Teams will meet and create agendas for each meeting				Weekly/Monthly (August 2018-2019)	Agendas Staff Feedback Survey	Alignment of the PLC Process	On Track to Make Progress Committee members discussed the CNA and collaborated on action steps that will be implemented throughout the school year to address the Problem Statement in Critical Action Step #2.	On Track to Make Progress Collaborative Team agendas have been revised to be focused around the 4 Essential Questions during extended planning.	Significant Progress 1. Collaborative Teams are consistently using revised agenda focused around the 4 Essential Questions. 2. Staff survey indicated that staff have grown in their knowledge and understanding of the PLC process.	
Collaborative Teams will analyze data to adjust instruction as needed				Weekly (August 2018-May 2019) Extended Planning	Agendas, Exit Ticket Responses, CFAs	Increase student performance in all academic areas	On Track to Make Progress Committee members	On Track to Make Progress 1. Data is readily available and used	Significant Progress Students have shown significant	

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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 #)
				(January 2019-May 2019)			discussed the CNA and collaborated on action steps that will be implemented throughout the school year to address the Problem Statement in Critical Action Step #2.	consistently during planning. 2. Teachers have incorporated CFAs in their planning and instruction. 3. Teachers continue to monitor student progress and student groupings to determine if adjustments are needed.	growth on district and state assessments.	
Collaborative Teams will develop a plan to allow for vertical alignment				Monthly (August 2018-May 2019)	Agendas	Vertical Alignment discussions	On Track to Make Progress Committee members discussed the CNA and collaborated on action steps that will be implemented throughout the school year to address the Problem Statement in Critical Action Step #2.	On Track to Make Progress Collaborative Teams discuss during planning where students should be based on the prior year's TEKS and the following year's TEKS to guide their instruction.	On Track to Make Progress Vertical alignment conversations will be more structured for the following school year.	

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-May 2019	Established August 2018	Team met during the fall and spring semesters to evaluate and update progress of goals. All goals were attained.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	August 2018-May 2019	Established August 2018	Parent was involved in team meetings and provided support to staff as well as the community. Parent also served as a liaison between community and campus.
K-8	Ensure that all components of the Coordinated School Health curriculum are delivered in an appropriate setting,	Principal	Coordinated School Health Curriculum	August 2018-May 2019	Ongoing	Ongoing

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	i.e. classroom component requires use of a classroom.					
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	August 2018-May 2019 (theme changes every 9 weeks)	Ongoing	Ongoing
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	August 2018-May 2019	Ongoing	Ongoing

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	August 2018-March 2019	Ongoing	Completed Spring 2019
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	August 2018-May 2019	Ongoing	Completed Spring 2019

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	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	August 2018-May 2019	In progress	Ongoing

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Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
	(MVPA) 50% of the physical education class period.					
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	August 2018-May 2019	In progress	Ongoing
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	August 2018-May 2019	In progress	Ongoing
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	August 2018-May 2019	In progress	Ongoing
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	August 2018-May 2019	In progress	Ongoing

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	August 2018-May 2019	Ongoing	Truancy procedures and guidelines were followed and evaluated weekly with registrar and nurse.

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-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 2018-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored

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	August 2018	Training dates established fall 2018	Completed
Review referral process.	Principal or designee	Campus referral plan	August 2018	Ongoing and frequently monitored	Ongoing and frequently monitored

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-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Referral Plan is established	Ongoing and frequently monitored	Ongoing and frequently monitored
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	August 2018-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored

STUDENT PREVENTION

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

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	Teachers are trained in the fall to identify students that may need additional	Ongoing and frequently monitored

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				academic support.	

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers		August 2018-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored
Employ discipline interventions.	Designated staff		August 2018-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		August 2018-May 2019	Ongoing and frequently monitored	Ongoing and frequently monitored
Conference with parents/students.	Teachers or other staff		October 2018, as need arises	Conferences are held officially in the fall and the spring. Conferences may also be held outside of designated dates.	Ongoing

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	Administration	Administration, Classroom teachers	Beginning of school year registration, as the need arises	In progress	Parents that enrolled students after registration dates were informed on how to access Parent Portal when registering.
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	Administration	Classroom teachers, counselor	Throughout the school year, as need arises	In progress	In progress
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Administration	CTA	Throughout the school year, as need arises	Ongoing and frequently monitored	Ongoing and frequently monitored
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administration	Administration, Classroom teachers, CTA	Monthly Newsletters, as need arises	Weekly e-news to community	Weekly e-news to community
Utilize social media to keep parents and community informed. Funding source: State and Local	Administration	Administration, Classroom teachers	Throughout the school year, as need arises	In progress	Facebook page is updated to reflect current and future

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					happenings on campus
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administration	Administration	Monthly PTA meetings, as need arises	Meeting dates established for the school year	Completed
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration	Administration	Twice a semester	In progress	Completed

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
<p>Elementary counselors deliver guidance lessons that support and promote the learning process.</p> <p>Title I Components: 7 Funding source: State and Local</p>	Campus Counselor	Staff: Counselor Resources: Annual Guidance Curriculum	Monthly Guidance lessons for every grade level from August 2017-May 2019	In progress	All classes received Guidance lessons twice a month throughout the school year.
<p>Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions)</p> <p>Title I Components: 7 Funding source: State and Local</p>	Campus Counselor, SpEdial Education Staff	Staff: Counselor, Special Education Staff, Kindergarten Team	Counselor meets with the preschool Counselor at the end of every school year when there are incoming Kinder CMIT/504 students.	Monitored by Counselor and SpEd Team leader	All files were transitioned to designated locations
<p>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.</p> <p>Title I Components: 7 Funding source: State and Local</p>	n/a	n/a	n/a	n/a	n/a

Hightower Elementary – 2018-2019 Campus Improvement Plan

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>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</p>	n/a	n/a	n/a	n/a	n/a

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	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators	August 2018-May 2019	District guidelines are in place and were followed for hiring practices	District guidelines are in place and were followed for hiring practices



Hightower Campus Wellness Plan 2018-2019



District School Health Advisory Council Vision Statement: The Plano ISD community will work collaboratively in planning and implementing health promotion programs for students and staff. The Plano ISD students will have the knowledge and skills to make decisions that will help them to live a safe and healthy lifestyle.

2018-2019 District Goal: Continue to utilize the Plano Independent School District School Health Advisory Council to involve parents, students, staff and community members to assess and make recommendations concerning District wellness issues.

CIP Goal: 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. (SB 892); Education Code 11.253(d); BQ (LEGAL)

Campus Vision Statement: The purpose of the Hightower Campus Wellness Team is to implement programs that will stress the importance of living a healthy lifestyle.

**Plano ISD Policy
FFA Local**

Each campus establishes a coordinated health team to communicate ideas, gain feedback and maintain rapport with students, staff and parents.



Hightower Campus Wellness Plan 2018-2019



Directions: Write at least two **measurable** goals. One should be focused on the students and the other be focused on the staff. Each goal must have a minimum of two objectives.

Goal EXAMPLE: Students will choose healthier snack options at school.	Objectives	Evidence of Goal Accomplished
	1 EXAMPLE: Replace items available for purchase for snacks in the cafeteria with healthier choices.	List of items replaced provided with healthy choices
	2 EXAMPLE: Send healthy snack information home through variety of sources. Students will complete a short survey to check for measurable progress.	Copy of newsletter, and print screen of Mypisd- Student survey results
	3	
Measurable Goal 1 : Students will improve their cardiovascular fitness.	Objectives	Evidence of Goal Accomplished
	1 Continue implementation of morning jogging club.	jogging logs, shoe tokens
	2 Implement Pacer test practice during PE.	Compare pre and post test scores (Spring, Fall) Completed Spring 2019
	3 Fit Fest/Color Run	Completed April 5 th , 2019
Measurable Goal 2 Increase the opportunity for teachers to be more active.	Objectives	Evidence of Goal Accomplished
	Team Pedometer Challenge	Completed December 2018
	Minute to Win It	Staff felt it would be too disruptive
	Participate in a 5K run/walk	Staff encouraged to participate in Fit Fest Bubble



Hightower Campus Wellness Plan 2018-2019



		Run, completed April 5 th , 2019
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School Name: Hightower Elementary

Campus Wellness Team Captain: Lea Ann Bonsukan, Luis Ycaza, and Maurice Bynum

Campus Wellness Team Members

Each team should include one person representing the following groups: physical educator, nurse, food nutritional service staff member, classroom teacher, parent, and a counselor and/or administrator. Optional members could include: students, schools, healthy lifestyle chair, police liaison, and community members.

Name	Title
Lea Ann Bonsukan	PE Teacher
Luis Ycaza/Maurice Bynum	PE Teacher
Aubrey Nell	Counselor
Amy Strickhouser	Nurse
Wendy Elias	Food and Nutritional Service Staff
Sharon Sowry	Instructional Specialist

2018-2019 Meeting Dates

Meeting 1	September 17, 2018
Meeting 2	February 12, 2019
Meeting 3	
Meeting 4	



Hightower Campus Wellness Plan 2018-2019



Hilary Dietz	Parent
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Recommended Time Frame for meetings:
2 Fall Meetings and 2 Spring Meetings