



**Plano Independent School District
Campus Improvement Plan**

Martha Hunt Elementary School

415 Oriole Drive

Murphy, TX 75094

2018-2019

Table of Contents

Vision and Mission Statements for District and Campus3
Campus Information.....4
State Goals and Objectives.....5
Site-Based Improvement Committee Members6
State Compensatory Education Program Information7
Comprehensive Needs Assessment Summary8
Critical Action #111
Critical Action #214
Health, Fitness and Attendance19
Violence Prevention and Bullying.....22
Parent Involvement.....30
Transition32
State Certified Teachers and Highly Qualified Paraprofessionals35

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

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

Campus Information

Administration Team

Principal, Arron Moeller

Assistant Principal, Elly Ried

About Us

Martha Hunt Elementary is a Plano ISD campus located in Murphy, TX. Hunt serves children from part of Allen, Lucas, Murphy, Parker, and Wylie, TX. Our campus is child centered, committed to assisting students reach their individual potential.

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 – 08/30/2018 03:00 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/08/2019 03:00 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/23/2019 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
Laura Bray	Faculty Member	2017-2018	X	X	X
Candy Kern	Faculty Member	2018-2019	X	X	X
Kaylee Smith	Faculty Member	2018-2019	X	X	X
Jennifer Grether	Faculty Member	2018-2019	X	X	X
Marissa Evans	Faculty Member	2017-2018	X	X	X
Rebecca Feldman	Faculty Member, Special Ed	2018-2019	X	X	X
Arron Moeller	Principal	2012-2013	X	X	X
Elly Ried	District Professional	2014-2015	X	X	X
Mary Duncan	Campus Professional, Non-teaching	2012-2013	X	X	X
Anna Cordova	Support Staff Member	2018-2019	X	X	X
Jolene Leask	Parent-Selected by PTA	2018-2019	X	X	X
Hay Tran	Parent-Selected by Principal	2018-2019			
Emese Berry	Parent	2017-2018			
Mary Lopez	Parent	2017-2018	X	X	
Aruna Syamsunadar	Parent	2017-2018	X	X	
Lizbeth Siscar	Parent	2018-2019			
Jerry Cowan	Community Member	2012-2013	X	X	X
Donna Brown	Community Member	2012-2013	X	X	X
Enrique Mortel	Business Representative	2018-2019			
Amir Farahmand	Business Representative	2014-2015		X	
Sherri Mullins	Faculty Member	2018-2019	X	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	\$69644	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	<p>Diverse student body</p> <p>Low mobility</p>	<p>As building continues in our attendance zone and new families enroll from existing homes, induction practices to the climate and procedures are important for students'/families' success at Hunt</p> <p>Making sure that the methods for communication are relevant and known by all families</p>	<p>As building continues in our attendance zone and new families enroll from existing homes, induction practices to the climate and procedures are important for students'/families' success at Hunt</p> <p>Making sure that the methods for communication are relevant and known by all families</p>
Student Achievement	<p>Strong "approaches," "meets," and "mastery" achievement percentages on STAAR</p> <p>Understanding of the importance of critical thinking and collaboration skills as part of a well rounded curriculum of instruction</p>	<p>Maintenance of current success</p> <p>Increase in percentage of students achieving accelerated growth on STAAR performance, resulting in a growth in students achieving "meets" and "masters" standard</p>	<p>Growing percentage of students achieving "meets" and "masters" standard on STAAR</p>
School Culture and Climate	<p>Positive Behavioral Interventions and Supports (PBIS) to motivate and reinforce respectful and responsible decision making</p> <p>Social and emotional learning (SEL) curriculum and instructional strategies</p>	<p>Induction of individuals new to Hunt to culture and systems (PBIS and SEL)</p> <p>Continually growing in our knowledge of best practices and curricular resources in promoting student social and emotional learning (SEL)</p>	<p>Continually growing in our knowledge of best practices and curricular resources in promoting student social and emotional learning (SEL)</p>

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?
Staff Quality/ Professional Development	<p>Collaborative Teams/Professional Learning Community</p> <p>High Reliability Schools Training</p>	<p>Continually growing in our effectiveness to learn with and from each other, collaborative planning</p> <p>Accelerated learning /induction of staff new to Hunt</p>	<p>Continually growing in our effectiveness to learn with and from each other, collaborative planning</p>
Curriculum, Instruction, Assessment	<p>Instructional and curricular decision decision-making based upon data (STAAR, MAP, CogAT, TPRI, running records, spelling inventories, formative/summative assessments)</p> <p>Collaboratively planned, standards based curriculum</p>	<p>Continually growing in our intentional decision making in planning and pacing to achieve identified standards, to flexibly group, and to select most appropriate curricular resources using available data</p> <p>Expand our use of common assessment as we formatively assess students learning</p>	<p>Expand our use of common assessment as we formatively assess students learning</p> <p>Continue training in the use of common assessments during collaborative planning</p>
Family and Community Involvement	<p>Active PTA</p> <p>Hundreds of volunteer hours clocked yearly</p> <p>Generous donations/giving to supplement district/campus provisions (field trips, curricular enhancements, staff training, campus beautification, technology)</p>	<p>Encourage/recruit individuals to accept leadership roles in PTA</p> <p>Increase PTA membership</p>	<p>Encourage/recruit individuals to accept leadership roles in PTA</p>
School Context and Organization	<p>School Based Improvement Committee (SBIC)</p>	<p>Utilize learning and survey information from High Reliability Schools information and tools as a significant part of existing campus decision-making</p>	<p>Utilize learning and survey information from High Reliability Schools information and tools as a significant part of existing campus decision-making</p>

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?
	<p>Regular meetings of the PTA leadership and campus leaders</p> <p>Collaborative decision-making (campus administration, grade level leadership, campus staff)</p>	<p>Utilize more quick checks (short, targeted tools for gathering feedback from stakeholders)</p>	<p>Utilize more quick checks (short, targeted tools for gathering feedback from stakeholders)</p>
Technology	<p>1 to Web Plano ISD elementary initiative</p> <p>Enhancements funded by PTA</p>	<p>Continually grow in our knowledge and effective integration of increased technology access</p> <p>Expand students' autonomy and use of technology to demonstrate their knowledge using technological tools/applications</p>	<p>Continually grow in our knowledge and effective integration of increased technology access</p>

Critical Action #1

Problem Statement	Hunt collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process as identified by High Reliability Schools (HRS) research and information
Root Cause and Strategy	Teams will work to increase ownership of all student achievement through data analysis of assessment and all individuals fully committing to practices of effective communication.
Goal	Continue to grow percentage of students achieving "meets" and "masters" on STAAR by refining implementation of the PLC process as part of work with HRS Critical Commitment Level 1.
Project Lead	Administrators, Team Leaders
Staff, Title I Staff	General education teachers, special education teachers, specialists
Materials and Resources	HRS training and resources for administrators, PISD District Specialists, PISD Curriculum, Edugence, Comprehension Toolkit Books 3-6, Next Steps in Guided Reading, Lead4Ward

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 #)
Teams will complete the "Collaborative Team Autonomy Scale" independently and then discuss as a team to build consensus in where they currently are, utilizing lagging indicators to support their decision. Areas for growth will be identified and goals will be established.				By the end of the first nine weeks	Areas for growth and goals will be recorded in collaborative team meeting minutes submitted monthly	Refinement of planning practices to ultimately increase student achievement	Some Progress All teams have completed scales and set goals.	Some Progress Teams reviewed goals, evaluated progress toward goals, and plans for end of the year.	Some Progress Teams reviewed scales and level of attainment of goals. Areas for continued refinement were identified at each grade level.	
District Curriculum and Instruction team members will provide staff training in planning protocols to encourage a consistent set of methodology and practices using Understanding by Design.				September 5, 2018	MLP Sign-in	Refinement of planning practices to ultimately increase student achievement	On Track to Make Progress 9/5/2018 All staff participated in training with a focus upon the equity created when a shared understanding of the intent and rigor of learning standards are established, how	Some Progress Grade level teams are working to implmt the planning protocol with fidelity. Effectiveness and effeciency are improving as the process becomes more fluid.	Significant Progress Grade level teams continue to implment the planning protocol with increasing fidelity. Effectiveness and effeciency are improving as the process becomes more fluid.	

Martha Hunt Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							mastery of learning will be evaluated, and what experiences and resources will promote student learning.			
Utilize structured tools to identify individual personality and work styles that will be used by collaborative teams to better understand each other and the way they process and perceive information, ultimately improving communication.				By the end of the second nine weeks	Team Reflections recorded in collaborative team meeting minutes submitted monthly	Improved skills of communication due to better understanding of teammates to ultimately increase effectiveness of planning and increase student achievement	No Progress	On Track to Make Progress Communication with the district chairs for the summer team leader academies has occurred to gather information in what tools are recommended and have been utilized. Available tools are being explored.	No Progress At this time, tools found to be of sufficient reliability and purpose were cost prohibitive. Research into available resources will continue, weighing the potential benefit to cost.	
Team leaders will observe other collaborative teams at work, noting areas for reinforcement and potential refinement.				By the end of the third nine weeks	Team Leader Reflections recorded in collaborative team meeting minutes submitted monthly	Refinement of planning practices to ultimately increase student achievement	On Track to Make Progress Communicated with district Assessment and Research department to identify highly successful elementary campuses in the areas of reading and mathematics in grades K, 1, and 2. Researched highly effective campuses in grades 3, 4, and 5 using STAAR data. Communicated with campus principals	Some Progress Grades 1, 3, and 5 have participated in observations. Observations have been shared with teammates, and plans are occurring to refine current practices, implement additional practices, and supplement current resources.	Some Progress Fourth Grade participated in observations. Observations have been shared with teammates, and plans are occurring to refine current practices, implement additional practices, and supplement current resources.	
As part of the improvement cycle, collaborative teams will				Monthly	lesson plans and collaborative team	Improved use of data to evaluate	On Track to Make Progress	Some Progress	Some Progress	

Martha Hunt Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
plan, design, and analyze common assessments to identify best instructional practices and resources to impact future instruction and better insure student learning.					meeting minutes submitted monthly	learning and plan instruction	The vision and purpose for the practice was reviewed and discussed at campus leadership meeting. Teams have begun implementing the cycle into instructional planning.	Administrators have observed teams during planning meetings. Practices for refinement have been identified.	Teams are focusing upon more frequent use of shorter common assessments that allow for immediate identification of need for adjustment, intervention or enrichment.	

Critical Action #2

Problem Statement	A gap exists between Hunt's percent of students achieving a mastery level on Reading STAAR and the highest achieving schools in Plano ISD.
Root Cause and Strategy	Hunt teachers will continue to improve in their use of assessments in the PLC process, effectively and efficiently collaborating to make data informed, intentional curricular and instructional decisions.
Goal	Increase the percent of students achieving "mastery" on Reading STAAR through data informed decision making in collaborative curricular and instructional decision making.
Project Lead	Principal, Curriculum Specialist, Guided Reading Collaborative Team
Staff, Title I Staff	General education teachers, special education teachers, specialists
Materials and Resources	TEKS, PISD Curriculum, Comprehension Toolkit, Lead4Ward materials, Texas Gateway (TEA Reading Resource)

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Provide training in the purpose and use of formative and summative assessments.				Completed by end of first nine weeks	Training sign-in	Improved use of data to evaluate learning and plan instruction	Significant Progress Completed 10/3/2019	Significant Progress Completed 10/3/2019	Significant Progress Completed 10/3/2019	
As a collaborative team, grade levels will design and administer common formative and summative assessments.				Weekly collaborative planning meetings	Lesson plans	Improved use of data to evaluate learning and plan instruction	On Track to Make Progress The vision and purpose for the practice was reviewed and discussed at campus leadership meeting. Teams have begun implementing the cycle into instructional planning. Identified use of technology tools as an area to assist with formatively evaluating student learning and a	Some Progress Administrators have observed teams during planning meetings. Practices for refinement have been identified. District Instructional technology personnel worked collaboratively with Hunt librarian to target technology tools to meet the needs of Hunt teachers and students, providing training to Hunt teachers	Some Progress Teams are focusing upon more frequent use of shorter common assessments that allow for immediate identification of need for adjustment, intervention or enrichment. Technology tools have been implemented successfully in grades 3-5. Successes have been shared	

Martha Hunt Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							need for additional training.	on 11/14/2018 in a variety of available resources.	campus wide for continued growth.	
As a collaborative team, grade levels will analyze results of common formative and summative assessments, identifying the most effective instructional practices and curricular resources to promote student learning.	Tech Tips- Nancy Watson			Weekly collaborative planning meetings	Lesson plans Collaborative planning minutes (submitted monthly)	Improved instructional effectiveness	Some Progress 11/14/18The vision and purpose for the practice was reviewed and discussed at campus leadership meeting. Teams have begun implementing the cycle into instructional planning. Identified	Some Progress Administrators have observed teams during planning meetings. Practices for refinement have been identified.	Some Progress Teams are focusing upon more frequent use of shorter common assessments that allow for immediate identification of need for adjustment, intervention or enrichment.	
Campus representatives to the district Guided Reading Focus group will share new and revised resources targeted to deeper comprehension and critical thinking with campus guided reading facilitators.				Monthly campus meetings for guided reading facilitators	Meeting sign-ins Collaborative planning minutes (submitted monthly)	improved instructional effectiveness	Some Progress The campus guided reading facilitators met on 10/15/18 with representatives from teams and departments to discuss campus goal and action steps, reviewing resources within the Comprehension Toolkit and Next Steps to Guided reading as well as introducing the Lead4Ward Playlist. All left with a commitment to implement new resource(s) and return ready to share use and results.	Some Progress The campus guided reading facilitators met on 11/26/18 with representatives from teams and departments to introduce new resources, Scholastic Short Reads and other introductions to the literacy library, and review implementation of previously shared resources. Discussion occurred in how collaborative grade level and department teams responding to new resources and how they had been implemented into	Significant Progress The campus guided reading facilitators met on 4/15/19 with representatives from teams and departments to share most successful practices and favorite resources, teams' favorite resources, and next steps in strengthening reading instruction with an emphasis on reading across genres and deep comprehension.	

Martha Hunt Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
								curricular planning. Commitments were again made to implement new resources and continue sharing at next meeting.		
As a collaborative team, review new and revised resources along with currently utilized resources to identify those likely to promote accelerated or deeper comprehension and critical thinking.	Scholastic Short Reads/Lead4ward Resources (Playlist)/ Genre Incentive			Weekly collaborative planning meetings	Lesson plans Collaborative planning minutes (submitted monthly)	improved instructional effectiveness	On Track to Make Progress The campus guided reading facilitators met on 10/15/18 with representatives from teams and departments to discuss campus goal and action steps, reviewing resources within the Comprehension Toolkit and Next Steps to Guided reading as well as introducing the Lead4Ward Playlist. All left with a commitment to implement new resource(s) and return ready to share use and results.	Some Progress The campus guided reading facilitators met on 11/26/18 with representatives from teams and departments to introduce new resources, Scholastic Short Reads and other introductions to the literacy library, and review implementation of previously shared resources. Discussion occurred in how collaborative grade level and department teams responding to new resources and how they had been implemented into curricular planning. Commitments were again made to implement new resources and continue sharing at next meeting.	Some Progress The campus guided reading facilitators met on 4/15/19 with representatives from teams and departments to share most successful practices and favorite resources, teams' favorite resources, and next steps in strengthening reading instruction with an emphasis on reading across genres and deep comprehension.	
As a collaborative team, share best practices in priority planning and time				Weekly collaborative planning meetings	Collaborative planning minutes	improved instructional	Some Progress 9/5/2018 All staff participated in	Some Progress Continual reflection has	Significant Progress	

Martha Hunt Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
management to identify those practices that are believed to be most critical in promoting student learning.					(submitted monthly)	effectiveness and time management	training with a focus upon the equity created when a shared understanding of the intent and rigor of learning standards are established, how mastery of learning will be evaluated, and what experiences and resources will promote student learning.	taken place at the team level in regard to efficient and effective use of planning time with refinements occurring as familiarity with the planning protocol and use of common formative assessments and SMART goal process has occurred. Observations of like campuses have occurred with attention to practices observed during planning.	Planning protocols and focused use of common assessments have served to guide teams in the "right work" or identification of those practices to which time commitment leads to increases in student achievement. HRS Level 2 Effective Teaching in Every Classroom surveys have identified a need to identify and articulate those practices that are imperative to sustained high student achievement. Next year's work will continue with a focused instructional model, providing specific practices that can be consciously incorporated into collaborative planning.	
Teams will reach out to a minimum of one other campus with consistently strong percentages of students achieving mastery to discuss practices of instructional planning and resource use.				Completed by the end of the third nine weeks.	Summary of discussion	Improved instructional effectiveness	Some Progress Communicated with district Assessment and Research department to identify highly successful elementary	Some Progress Grades 1, 3, and 5 have participated in observations. Observations have been shared with teammates, and plans are occurring to refine current	Some Progress Fourth Grade participated in observations. Observations have been shared with teammates, and plans are occurring to refine current	

Martha Hunt Elementary School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
							campuses in the areas of reading and mathematics in grades K, 1, and 2. Researched highly effective campuses in grades 3, 4, and 5 using STAAR data. Communicated with campus principals	practices, implement additional practices, and supplement current resources.	practices, implement additional practices, and supplement current resources.	

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	October 1, 2019	Completed as of September 2018	x Will be completed as of May
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	October 1, 2019	x Completed as of September 2018	Completed as of September 2018
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	May 1, 2019	Will be completed as of May 2019	x Will be completed as of May 2019
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	Done	Completed as of September 2018	Completed as of September 2018
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	October 1, 2019	x Family Fitness Night, Hoop Shoot, Cup Stacking and Bowling have been completed as of March 2019.	x The Spring Walk to School Day and Field day will be completed as of May 24, 2019.

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	September-April	x Completed as of April 2019.	x Completed as of March 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	May	Will be completed as of May 2019	x Will be completed as of May 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 (MVPA) 50% of the physical education class period.	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	September	x Will be completed as of May 2019.	x Our students recieve 150 minutes per week of physical education/fitne ss. They achieve at least 50% MVPA.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	November	x Will be completed as of May 2019.	x We are and will continue to use our fitbits to measure heart rate and steps through out May 2019..

Martha Hunt Elementary School – 2018-2019 Campus Improvement Plan

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	September	Will be completed as of May 2019.	x Completed as of March 2019.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	October	Will be completed as of May 2019.	x As long as the weather cooperates, our students receive unstructured play at recess everyday.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	September	Will be completed as of May 2019.	x Our teachers utilize brain breaks throughout the day and will continue through May 2019.

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	September		x

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	Completed 8/2018	occurring at the administrative and campus leadership level	occurring at the administrative and campus leadership level
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Began 8/2018	reference campus duty schedule	reference campus duty schedule
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Completed 8/2018	occurring at the classroom level and administrative level	occurring at the classroom level and administrative level

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	Completed 8/2018	all training completed within mandatory deadlines	new staff members have completed mandatory training
Review referral process.	Principal or designee	Campus referral plan	Completed 8/2018	reviewed as a campus leadership team, teams and	reviewed with new staff members

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				departments discussed process	

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	Completed 8/2018	<ul style="list-style-type: none"> reviewed as a campus leadership team, teams and departments discussed process met as small groups to identify targeted intervention 	<ul style="list-style-type: none"> shared with new staff members met as small groups to identify targeted intervention as necessary

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				necessary	
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Completed 8/2018	<ul style="list-style-type: none"> reviewed as a campus leadership team, teams and departments discussed processes met as small groups to identify targeted intervention as necessary 	<ul style="list-style-type: none"> shared with new staff members met as small groups to identify targeted intervention as necessary

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Began 8/2018	<ul style="list-style-type: none"> reviewed as a campus leadership team, teams and departments discussed processes met as small groups to identify targeted intervention as necessary 	<ul style="list-style-type: none"> shared with new staff members met as small groups to identify targeted intervention as necessary

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	Completed 8/2018	<ul style="list-style-type: none"> reviewed as a campus leadership team, teams and departments discussed processes met as small groups to identify targeted intervention as necessary 	<ul style="list-style-type: none"> shared with new staff members met as small groups to identify targeted intervention as necessary
Monitor high risk areas.	All staff	Schedule (if necessary)	Began 8/2018	reference campus duty schedule	reference campus duty schedule

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Completed 8/2018	<ul style="list-style-type: none"> communicated in guidance lessons by campus counselor reviewed as appropriate with individuals by counselor, classroom teacher, or administrator 	<ul style="list-style-type: none"> communicated in guidance lessons by campus counselor reviewed as appropriate with individuals by counselor, classroom teacher, or administrator

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Hunt Positive Behavior Support System Hunt Pledge	Began 8/2018	<ul style="list-style-type: none"> communicated at beginning of the year during first week of school reinforced during classroom circles, grade level meeting, and guidance lessons 	-reinforced during classroom circles, grade level meeting, and guidance lessons
Employ discipline interventions.	Designated staff	Student Code of Conduct	Began 8/2018	occurring at the classroom level and administrative level	occurring at the classroom level and administrative level

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Hunt Positive Behavior Support System and Hunt Pledge, Counselors	Began 8/2018	occurring at the classroom level and administrative level	occurring at the classroom level and administrative level
Conference with parents/students.	Teachers or other staff	Professional Staff	Began 8/2018	occurring at the classroom level and administrative level	occurring at the classroom level and administrative level

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	Principal	Professional Staff	August 2018, as the need arises	Importance communicated through numerous methods at the administrative and classroom level	Importance communicated through numerous methods at the administrative and classroom level
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	Social Media Coordinator	Professional Staff	September 2018	NA	NA
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	ENews Coordinator	Principal	monthly	Occurring on a regular basis by assigned staff member working in collaboration with campus administration and grade level/department leadership	Occurring on a regular basis by assigned staff member working in collaboration with campus administration and grade level/department leadership

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
<p>Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local</p>	ENews Coordinator	Principal	twice weekly	Occurring on a regular basis by assigned staff member working in collaboration with campus administration and grade level/department leadership	Occurring on a regular basis by assigned staff member working in collaboration with campus administration and grade level/department leadership
<p>Utilize social media to keep parents and community informed. Funding source: State and Local</p>	Social Media Coordinator	Principal, Professional Staff	weekly	Occurring on a regular basis by assigned staff member working in collaboration with campus administration and grade level/department leadership	Occurring on a regular basis by assigned staff member working in collaboration with campus administration and grade level/department leadership
<p>PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local</p>	Principal	Principal	monthly	occurring as well as additional communication as is appropriate	occurring as well as additional communication as is appropriate
<p>Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local</p>	Counselor	Professional Staff	Once each semester	joint planning between campus citizenship committee and PTA programs chair	joint planning between campus citizenship committee and PTA programs chair

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Elementary counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding source: State and Local	Counselor	Professional Staff	August 20th to May 23th	<ul style="list-style-type: none"> • reference guidance lessons plans • calendar and plans submitted to campus administration and elementary coordinator 	<ul style="list-style-type: none"> • reference guidance lessons plans • calendar and plans submitted to campus administration and elementary coordinator
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) Title I Components: 7 Funding source: State and Local	Principal	AP, Sped. TL, Counselor	Dictated by annual meeting requirements	<ul style="list-style-type: none"> • observations and meetings conducted by 	x-observations and meetings conducted by special education staff

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				special education staff • discussions took place between Hunt EL teacher and appropriate personnel at current Pre-K campuses	• discussions took place between Hunt EL teacher and appropriate personnel at current Pre-K campuses
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.	NA				

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Title I Components: 7 Funding source: State and Local					
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	NA				

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	Professional Staff	July 2018 to May 2019	reference campus comprehensive needs assessment and critical actions	reference campus comprehensive needs assessment and critical actions