Plano Independent School District
Campus Improvement Plan

Hughston Elementary

2601 Cross Bend Road

Plano, TX 75023

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 mission of Hughston Elementary is to inspire each child to reach their greatest potential.

Campus Information

Administration Team

Principal, Carrie D'Argo

Assistant Principal, Elena Helms

About Us

Our Shared Mission

At Hughston our mission is to inspire all students to reach their full potential.

Our Shared Vision

We believe the most promising strategy for achieving our mission of our school is to develop our capacity to work as a professional learning community.
- Reflective of Monitored Best Practices
- Risk Taker & Open Minded
- Supportive & Positive
- See all Hughston Kids as "Our Responsibility"
- Commitment to Academic Success of All
- Work Together

Our Shared Commitments

In order to achieve the shared vision of our school, Hughston Elementary staff have made the following collective commitments

Open to new ideas: Engage in meaningful professional growth.

Self care: Be mindful of why you are a teacher.

Innovative: Develop and implement common formative assessments.

Be Prepared: Study, align, and clarify the state standards, resources and assessments.

Appreciating differences: Have high expectations for all student learning.

Campus Status

X Non-Title I Campus

   Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/05/2018 03:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/08/2019 03:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/24/2019 03:30 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
Kelley Finklea	Faculty Member	2018	X	X	X
Heather Robertson	Faculty Member	2018	X	X	X
Nykol Cauhape	Faculty Member	2018	X	X	X
Katie Meredith	Faculty Member	2018	X	X	X
Megan Whelan	Faculty Member	2016	X	X	X
Dana Pope	Faculty Member, Special Ed	2016	X	X	X
Carrie D'Argo	Principal	2010	X	X	X
	District Professional	2018			
Elena Helms	Campus Professional, Non-teaching	2018	X	X	X
Pam Hart	Support Staff Member	2017	X	X	X
Holli Scelsi	Parent-Selected by PTA	2018	X	X	X
Shelley Budke	Parent-Selected by Principal	2018	X	X	X
Libby Conn	Parent	2018	X	X	X
Maria Ray	Parent	2018	X	X	X
Lindsey Wilson	Parent	2018			
Esther Christensen	Parent	2018			
Kirk Gentzel	Community Member	2018			
Dr. McClure	Community Member	2018			
Jason McNeely (Country Burger)	Business Representative	2017			
D. Parisa Foroutan	Business Representative	2017			

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 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 have a stable populations with low mobility rate. We have a variety of programs available to our students (Sped, CSC, PACE, speech, etc)	Analyze the sub populations/ethnicity of PACE, Sped, economically disadvantages etc. Awareness of cultural and religious needs	Eliminate educational inequities by researching PACE population. Continue to build trusting relationships with all students and families embracing differences.
Student Achievement	3rd grade math and reading surpass district average We are strong in Math STAAR	Meets and masters in 4th and 5th grade science.	Writing
School Culture and Climate	Positive school environment Value on learning and organization Supportive staff and student body	Deeper/broader definition of what "bullying" is. Greater transparency on how information that is contributed is actually taken into account. Students would like more ownership in determining school rules.	Bullying definition/perception Student ownership of rules.

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	Our school improvement plan team regularly provides input and feedback about our school's improvement plan. A majority of the staff feels like the campus improvement plan was right on track for the campus. A large majority of the staff feel comfortable going to their team leader/mentor for help. We feel encouraged and comfortable to collaborate with others on campus. Staff feel that our campus is a safe environment. Staff retention is high and teachers are only leaving when they are are moving on to higher positions or because of life changes.	A majority feel like they can only tell their true opinion to trusted colleagues. A tool to allow staff feedback/ideas for the campus.	A tool to allow staff feedback/ideas for the campus.
Curriculum, Instruction, Assessment	Students understand lesson and purpose of learning. A wide variety of and teaching styles. Teachers use benchmark assessments, grouping assessments, formal and informal assessments. Students are leading the instruction by student discussion.	Teachers need less whole group instruction, but do a good job focusing on students directed learning rather than teacher leading instruction. Teachers need to incorporate student driven technology rather than teacher led.	We need to focus on higher level thinking. Implementing quality use of technology utilized by students. Mindful, purposeful instruction using technology that improves learning.

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?
		Teachers using technology as a active demonstrates versus a presentation of information. Strengthening our PLC	
Family and Community Involvement	community participations safety and security with students effective communications with parents and students	Advertise that translators can be provided	Designing tools and ways to get quick feedback from parents
School Context and Organization	District provides schools with support with curriculum, resources, and assessments Decision making comes from data received from the district, principals, etc (such as walkthroughs) We devote a lot of time to students who are performing poorly with individual and small group instruction We have a master schedule that provides students with ample instructional time Opportunities to share opinions and ideas through meetings and trainings (ex team leader meeting and kid talk) The ability to modify and accommodate assessments according to student needs	More collaboration with specialists like PACE, SPED, and ESL Allowing students, paraprofessionals, and support staff to have more of a voice on decision making and providing input Increased student expectations and rigor in curriculum could be a cause in an increase in behavior	More collaboration with specialists like PACE, SPED, and ESL

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?
	Students and parents feel we have a structured, safe, and family-like environment that offers support According to the data, 90% of students can identify their learning goals		
Technology	Chromebooks across all grade levels, including 1 to 1 in grades 3 and 5, desktops in classrooms and teacher desks; Ipads, Access to computer lab (24 desktops), Webdesk.pisd.edu, parent portal, gradebook, Edugence Constructing knowledge for students was 38.5% showing that students are using district provided software to reinforce concepts in the classroom Teachers are using technology for presentation purposes, but are not solely relying on it for all areas of instruction	Incorporating technology overall for students, particularly in the areas of designing and creating Students need to be able to produce more artifacts or evidence of their learning using technology Collaborating with groups or peers using the appropriate technologies	Technology use that is more student directed rather than teacher directed Students collaborating while designing or creating their evidence of learning

Critical Action #1

Problem Statement	The percentage of students meeting the Meets & Masters Grade Level standard is below the district average. • 4th Grade Reading: 51%/29% ; District: 60%/38% • 4th Grade Math: 56%/35% ; District: 59%/39% • 4th Grade Writing: 47%/16% ; District: 54%/21% • 5th Grade Science: 54%/23% ; District: 57%/34% (First score is meets, second score is masters.)
Root Cause and Strategy	(a) We will address effective planning to ensure that there are adequate structures and systems in place to implement planning and instruction with fidelity. (b) We will address the need for effective data analysis by ensuring that there are adequate structures for appropriate assessment and instructional responses.
Goal	Increase the percentage of all students performing at the Meets or Masters grade level standard to decrease the gap between campus and district, to meet district average performance.
Project Lead	Campus Administrators, PISD Elementary Content Coordinators, Team Leaders
Staff, Title I Staff	All teachers
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) Activities: Effective Planning 1. District curriculum and instruction team members will provide staff training on district planning protocols 2. Extended time will be given to teams to implement				1.PD Writing Training -Aug. 6 PD Math Training - Aug.7 2.Weekly Planning Protocol meetings, weekly support by C&I teams,	1. MLP training log, agendas, and materials 2.Weekly planning protocols meeting notes, feedback provided to teachers from	Increase student achievement and academic growth in 4th Grade Writing and Science by effective collaboration with support staff and	On Track to Make Progress Lesson plans will begin to include evidence of district planning protocols with input from PACE, ESL, and Instructional Specialist.	On Track to Make Progress Lesson plans will continue to include regular use of district curriculum for planning and effective instructional	Significant Progress Weekly instruction will allign with the district curriculum and effidence of collaborative planning protocols that teachers across grade levels	

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 #)
protocols for unit instructional Planning 3. Grade level teams, Instructional Specialist, PACE and ESL will meet regularly to use the district curriculum for planning and instructional practices				weekly Administration Walk Throughs 3. Planning schedule developed to support the planning process.	C&I team, Walk Through Data, documents/ notes 3. Schedule of extended team plan meetings	district aligned curriculum.		practices that meets the student learning needs.	will use to plan and implement instruction that meets the students learning needs.	
Root (B) Cause Activities: 1. Provide training for all grade level teachers, Sped teachers, ESL, Instructional Specialist and PACE staff on the purpose and use of formative and summative assessments. 2. Teachers will establish proficiency criteria for student learning outcomes in order to create and administer formative and summative assessments. 3. Teachers will analyze assessment data and use it to plan for instruction.				1. Margaret Dyer PD training- Collaborative Language Arts instruction Ginger Teaff- Collaborative Math instruction 2. PD by Mary Swinton - Formative and Summative Assessment- Aug. 23 Unpacking the standards Training, Aug.3 3. PDH training Data Analysis and Student achievment - Aug 1, 2018	1. MLP, notes, or agenda forCollaborative Language Arts instruction on Sept. 5 Collaborative math instruction -Sept. 11 2. MLP, notes, or agenda for training on Aug. 23 Unpacking the Standards - Aug. 3, 2018 MLP sign in document or agenda 3. MLP sign in document or agenda for Aug. 1	Increase student achievement in Reading and Math by effective collaboration with support from District Specialist.	On Track to Make Progress PACE schedule for collaboration across grade levels will be reflected in lesson plans. Provide data training to grade level teachers. Winter to Winter MAP Data analysis. DreamBox Training Webinar How to analyze student progress and assign lessons based on student growth.	On Track to Make Progress Lesson plans will begin to include formative and summative assessments to monitor and adjust student learning outcomes; and team discussions will modify and change the future instructional practices.	Significant Progress Weekly instruction will align with the district curriculum and include formative and summative assessments so that teachers across grade levels will use current and meaningful data to plan and implement instruction that meets the students learning needs. Recognize top student performers with assigned lessons and time on program. Recognize teacher's implementation.	

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	(a) We will address the campus need to build a common understanding of the PLC as a collaborative process. (b). We will address the campus need for ensuring adequate structures and systems are in place to support the PLC process.
Goal	Effectively implement the PLC process with fidelity.
Project Lead	Campus Administrators, Team Leaders
Staff, Title I Staff	All teachers
Materials and Resources	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause (a) Activities and Action Steps 1.Campus Leadership team provide professional training on the PLC process as outline by district expectations and the work of Marzano's High Reliability Schools.				1. PD training on the PLC process as outlined and provided for by the district. Reviewed the HRS expectation and teacher feedback from last years data collection.	1. Aug 2 PD training day agenda for teachers prior to the beginning of the school year. HRS teacher feedback form for Level 1 of HRS.	Increase teacher awareness and a common understanding of the PLC process following collaborative planning protocols with fidelity.	On Track to Make Progress Provide initial training and campus will develop a model for an effective PLC process	On Track to Make Progress Grade levels will participate in intentional training throughout the year to support the process of developing an effective PLC process	Significant Progress Using developed and effective PLC tools to implement the PLC process with fidelity by all grade level teams. Staff Synergy Agendas for PD reflecting teacher growth	
Root Cause (b) Activities and Action Steps 1.We will create extended planning opportunities which will provide teachers time for collaboration with effective planning protocols				1. Create extended planning schedule for each grade level • Sept. 10-12	1. Extended planning schedule 2. MLP training log and agenda - August 2 3. Guiding Questions for	Ensure adequate structures and systems are in place that support the implementation of the PLC process with fidelity.	On Track to Make Progress Provide expectations for grade levels to collaborate using the effective planning protocols.	On Track to Make Progress Lessons plans will reflect the use of collaboration and vertical alignment across content area.	Significant Progress Deliberate planning and protocols will be provided to meet the needs of all students and data will reflect the	

Hughston Elementary – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
2.Establish Campus shared vision, mission, beliefs and goals. 3.Establish collaboration norms 4.Set weekly planning system that place a high importance on collaboration and learning 5. Identify leading and lagging indicators as defined by High Reliability Schools to determine effectiveness of collaborative systems.				• Oct. 22-24 • Dec. 3-5 • Jan. 28-30 • Mar. 25-27 2. Agenda item at the beginning of year campus PD 2. Create scheduled collaboration meetings 3. Create guiding questions for effective planning to establish norms for collaboration 4. Create team planning schedule 5. Create ways to collect data that is meaningful and relative 6. PACE collaboration with grade level teams and lesson extensions for students reflected in lesson plans.	Effective Planning 2018-2019 document 4. Dates for collaboration meetings on campus Google calendar 5. Collected data that supports the HRS to identify indicators		Provide quick data checks with teacher rating scale for reflecting on Unpacking the Process. Collect teacher feedback with Personal reflection questions on unpacking the standards and stages of planning.	Extended Planning Agendas will reflect the use of CFA's to drive instructional practices.	effectiveness of collaborative systems. BOY/EOY Teacher data to show growth over time with planning protocols	

Critical Action #3

Problem Statement	Although we have a very diverse community our staff is not always reflective of that diversity.
Root Cause and Strategy	a. We will address the need to continue building trusting relationships with all students, families, and faculty while embracing our differences. . b. We will address the need for recruiting and hiring highly qualified, diverse educators to reflect our diverse community
Goal	Hughston Administrators will work closely with PISD HR Department to recruit and hire qualified teachers from diverse backgrounds.
Project Lead	Campus Administrators, PISD Human Resources Department
Staff, Title I Staff	PISD Human Resources, campus administrators
Materials and Resources	District guidelines for hiring new staff members

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Root Cause Activities: Familiy and Community Involvement (a) Continue to build trusting relationships with all students and families embracing differences				1. Parent education classes led by campus counselor. 2. Partnership with PTA planning community activities Continue to build trusting relationships with all students and families embracing differences	1.Invitation flier 2. PTA schedule of events	Increase authentic relationships between our diverse community and the school community.	On Track to Make Progress Scheduled Events PTA parent survey on diversity- Month of February. Open House Diversity Celebration	On Track to Make Progress Family turn out at various events	Significant Progress Using informal data to review and reflect on diverse parent involvement PTA Survey	
Root Cause Activities: Staff Quality, Recruitment, and Retention (b)Address the need for recruiting and hiring highly qualified, diverse educators to reflect our diverse community.				1. Collaborate with HR when an vacancy occurs.	1. Scheduled time for discussion	Increase number of highly qualified diverse educators on our campus.	On Track to Make Progress Identified demographics.	On Track to Make Progress Surveyed community to determine the validity of the demographic data.	Significant Progress Be mindful of needs of the campus and any possible vacancies.	

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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 #)
									High teacher retention for 2019-20 hiring opportunities. Continue to be culturally competent as a collaborative community.	

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	• Created team • Set goals	Promote collaboration among team members	Continue collaboration and communication systems to ensure progress
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	-parent volunteers throughout the year to support wellness and facilitate collaboration between community and school	Parent contacts	Maintain list of volunteers
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	-collaborative meeting between Wellness team and administrators	Collaboration between teams	Walk-through's and monitor lessons
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 in the fall, spring will reflect the learning targets for health and well being	Bulletin boards visuals were utilized	Continue to update and change bulletin boards to maintain meaningful content

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
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	• Thursday packets • PTA newsletters • Social media	Provide communication	Continue communication via a variety of media

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	• beginning of year test • EOY testing	Establish base line	measure progress towards individual goals
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	• print reports as required • Parent Letter at EOY sharing data links	Monitor parent feedback on student reports	Maintain open communication between families

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	• Administrative walk-through • View lesson plans	Observations of various grade levels	Modify master schedule to accommodate missed days due to holiday's
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	-equipment maintenance on devices	Use data to continuously	Reflect on data and make improvements as needed
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	• update yearly plan • lesson plans reflected use of developmentally appropriate curriculum	Track student activity	Analysis data to ensure students are active at appropriate levels
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Lesson Plans Visible During Class Time	• campus master schedule • training in PB supports • indoor recess	Training on expectations for unstructured play and monitoring	Maintain expectations for students active engagement during unstructured recess

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
				materials purchased		
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Observation	• Motor lab • Training videos for teachers and students • Update materials periodically	Create lesson plans and schedule for motor lab usage Request feedback from staff	Analysis feedback and make adjustments Shared resources and videos

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	Follow attendance notification procedures for all students. BOY-Provide office staff Truancy training. Implement attendance plans for students and families with chronic attendance issues	Parent communication via ENews and social media	Monitor trends and analysis improvements

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
				Implement "I'm Present" to document RTI.		

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 student safety data Student identified high risk areas Teacher identified high risk areas	Communicating data and feedback	Create a plan to address reoccurring risk areas
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Monitor plan	Institute safety plans as needed Provide frequent check-ins with identified students	Monitor and adjust Communicate with staff Increase supervision and visibility
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	BOY share district and campus policies Create expectations for digital citizenship	Implementation of SEL strategies	Go-Guardian monitoring online usage

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 training	Follow up with time lines Send reminders	Completion data
Review referral process.	Principal or designee	Campus referral plan	BOY and MOY review of referral process	Beginning year compliance training on TEA updates	Monitor and review protocols for referrals

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	PBS	Provide positive reinforcement for appropriate behaviors Hughston Harrah's	Staff handbook reflects best practices with PBS and SEL
Implement campus referral plan.	Principal or designee	Campus Referral Plan	PBS Restorative Questioning Identify significant behaviors	Training on questioning Implement office referral process	Use referral plan with fidelity

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	District Protocols	Attend student management meetings Google folder to safe data provided at SM meetings	Each grade level participates in CIRCLE's to build community and relationships

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	SEL poster provided for district Growth Mindset for students and teachers Grade level CIRCLE and meetings Campus training	PBS Character traits posters	Visual supports as needed
Monitor high risk areas.	All staff	Schedule (if necessary)	Increase awareness	Identify and monitor	Monitor Provide individualized plans for students when necessary

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	Classroom expectations are established at the BOY and reviewed as needed	Create individualized plans Tier 2 interventions for behavior	Progress monitor for RTI

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Grade level teachers SEL resources	PBS systems Restorative Practices Implementation of CIRCLES	Provide structure and teach routines/procedures	Review procedures after a long break or as needed Reteach procedures as needed
Employ discipline interventions.	Designated staff	Staff SEL resources	PBS systems Restorative Practices Implementation of CIRCLES	Provide structure and teach routines/procedures	Review procedures after a long break or as needed Reteach procedures as needed

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	Professional staff	Kid Talks Team Planning/Collaboration for behaviors Campus resources are utilized	Kid talk forms, collaboration between staff Safety Plans CIRCLES	Create a campus bank of research based strategies Restorative Practices CIRCLES
Conference with parents/students.	Teachers or other staff	Campus handbook Team Leader Counselor Agenda	Scheduled meetings outlined by district calendar Open communication throughout the school year	Parent contact at the beginning of year on beginning of year checklist CMIT meetings, 504, ARD's, and staffing	Conferences Open lines of communication Promote grade level websites Share parent training opportunities

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	Secretary Teachers CTA Parental Portal School website enews marquee grade level websites Parent Univeristy	promote and communicate the use of parent portal	provide information to parents	continue to promote and solicit parent feedback on communication
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**	Principal/counselor	counselor district personnel		monitor and access need	monitor access need
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Principal	Principal secretary assistant principal CTA	promote school information through the use of the school website	Create a school calendar on the website link weekly enews to the website create teacher pages	update frequently to promote campus work and add value to community communications

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				link grade level websites to grade level pages promote PTA activities through the website link social media to website communicate time sensitive information to the community	
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal/Assistant Principal	CTA	create a weekly enews for Thursday distribution	school, district, community and PTA news weekly updates	analyze systems data of number of views.
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Principal/Assistant Principal	Assistant Principal	create post to promote school activities and learning reminders for daily promotions	continue to create content promoting HUghston Elementary and PTA	analyze systems data for the number of views and the number of shares
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal/Assistant Principal	Principal PTA President President Elect	meet with president and president elect monthly to address campus needs meet with executive board monthly to plan	participate in all planning meetings	analyze PTA feedback and community feedback to determine successes and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
			activities and provide for the needs of the campus		areas of improvement
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal/Assistant Principal	Counselor VP of Programs	Map out for the year the number of parent ed programs supported by the PTA and the school Assess community needs with parent education	Middle school transition Digital Citizenship Family Fun Nights Parent University	Analyze data on turnout rates and parental involvement

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	District provided resources	Guidance lessons plans Schedule for implementation.	Target specific topics that meet the needs of each grade level	Use guidance lessons and data to determine topics to target each six weeks
Elementary staff work collaboratively with Pre-K staff throughout the school year. (i.e. Transition ARDs and CMIT Transitions) **Title I Components: 7** **Funding source: State and Local**	Special Education Team Leader	SLP, special education teacher, kindergarten staff	Schedule meetings to stay within timeline Collaborate with PK campus during the Spring for students transitioning to elementary Colt Camp for incoming Kindergarten students and families	Make contact with PK staff to establish decorum Schedule site visits	Maintain open communication to follow state timelines and ensure a smooth transition to elementary school Invite incoming families to campus
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					

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Kindergarten Kit, which includes directions, materials, and books for families to keep. **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**	Principal, Staff				

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				