



Plano ISD

Campus Improvement Plan: 2016-2017

School Based Improvement Committee

Haggard Middle School

Principal: Julie-Anne Zamorano Dean

Mission Statement: **Meet me where I am and take me places I have yet to go.**



Approved by DBIC on November 14, 2016

Verification Page

Planning Timelines

- Analysis of Critical Actions, and STAAR 2015-2016 Gap Analyses: **August 2016**
- Needs analysis, goal setting and strategic planning: **July - September 2016**
- Campus teacher data analysis day: **August - September , 2016**
- SBIC Plan due for DBIC review: **October 12, 2016**

Meeting Dates

- Meeting 1: SBIC approves the improvement plan (by October 7, 2016): **Tuesday, September 20, 2016**
- Meeting 2: Progress monitoring and review of strategic plan (by February 1, 2017): **Wednesday, January 11, 2017**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 9, 2017): **Wednesday, May 31, 2017**

2016-2017 Campus Status

Check all that apply

- Title III English Language Learner Campus
 Non-Title I Campus
 Title I School-wide Campus

Title I Information

Title I Components			
1 (CNA)	Comprehensive Needs Assessment	6 (PI)	Strategies to Increase Parental Involvement
2 (RS)	Reform Strategies	7 (Tran)	Transition (Elementary schools only)
3 (HQ)	Instruction by State Certified Staff	8 (A)	Teacher Decision-Making Regarding Assessments
4 (PD)	High-Quality Professional Development	9 (M)	Effective and Timely Assistance to Students
5 (R/R)	Strategies to Attract State Certified Teachers	10 (Coord)	Coordination and Integration
Program Funding			
Staffing	Enter funding \$	i.e. Teacher	
Parental Engagement	Enter funding \$	i.e. Parent programs, RAMP up for Kindergarten Program	
Student and Campus Capacity Building	Enter funding \$	i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities	

SBIC Committee

Committee Member's Name	Role	Year 1st Participated on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Rebecca Absalon	Faculty Member	2016	9/20/16	1/11/17	5/31/17
Allen Harris	Faculty Member	2016	9/20/16	1/11/17	Not present
Megan Howard	Faculty Member	2016	9/20/16	1/11/17	5/31/17
Teresa Smith	Faculty Member	2016	9/20/16	1/11/17	5/31/17
Thomas Fulton	Faculty Member	2016	9/20/16	1/11/17	Not present
Courtney Pitts	Faculty Member, Special Education	2016	9/20/16	1/11/17	5/31/17
Julie-Anne Zamorano Dean	Principal	2000	9/20/16	1/11/17	5/31/17
Ashley Helms	District Professional	2016	Not present	Not present	5/31/17
Blair Wentworth	Campus Professional, Non-teaching	2016	9/20/16	1/11/17	5/31/17
Timothy Lambert	Support Staff Member	2016	9/20/16	1/11/17	Not present
Glenda Copeland	Parent-Selected by PTA	2016	9/20/16	1/11/17	5/31/17
Christie Huckaby	Parent-Selected by Principal	2016	9/20/16	1/11/17	5/31/17
Christine Peters	Parent	2016	Not present	Not present	Not present
Brittany Gaskill	Parent	2016	Not present	Not present	Not present
Angie Hickey	Parent	2016	9/20/16	1/11/17	5/31/17
Cathy May	Parent	2016	9/20/16	Not present	Not present
Phil Wentworth	Community Member	2016	9/20/16	1/11/17	5/31/17
(Waiting on confirmation)	Community Member				
Mr. Lance	Business Representative	2016	Not present	Not present	Not present
Mr. Ben Neupert	Business Representative	2016	Not present	Not present	5/31/17

Information regarding the SBIC Committee (BQB Local) may be accessed here: <http://pol.tasb.org/Policy/Code/312?filter=BQB>

District-Wide Goals

1. Increase the percentage of students meeting STAAR Satisfactory performance rates.
2. Ensure that all students meet STAAR and MAP Growth Standards in all subject areas.
3. Increase Satisfactory and Advanced performance rates for Economically Disadvantaged student group – Closing Performance Gaps.
4. Increase the percentage of students meeting STAAR Advanced performance rates.
5. Increase high school graduation rates and ensure students are on track to graduate.
6. Ensure that all students graduate College and Career Ready or are on track to College and Career Readiness.
7. Ensure that all student groups (7 race/ethnicity and Sp.Ed, ELL, ED) meet the Accountability Safeguard measures (60% meet the Level II Satisfactory Standard on STAAR/EOC).

District-Wide Goals	Title I Components	Applicable Student Groups
<p>Health, Fitness and Attendance: The campus will utilize their coordinated health program and analyze their student fitness data to set goals and objectives to encourage the health, fitness and attendance of their students.</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Violence Prevention and Bullying</p>	<p>10 (Coordination and Integration)</p>	<p>All</p>
<p>Parental 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.</p>	<p>1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Highly Qualified Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.</p>	<p>1 (Comprehensive Needs Assessment) 3 (Instruction by State Certified Staff) 4 (High-Quality Professional Development) 5 (Strategies to Attract State Certified Teachers) 10 (Coordination and Integration)</p>	<p>All</p>
<p>Transition of Pre-KN Students: The transition from early childhood to elementary school is supported by the campus and district. (Title I Campuses only)</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>Title I only</p>

Improvement Plan Critical Actions

The areas for school-wide and/or targeted core-subject Critical Actions were identified using the following sources:

- Comprehensive Needs Assessment;
- Plano Professional Practice Analysis (P³A School Wide and Classroom Level);
- STAAR/EOC Gap Analysis;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Grade Level Critical Actions

1. Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (BP 15)

2. Participate in peer classroom visits in order to improve the instructional practices of the team. (BP 5)

3.

4.

5.

Critical Action 1

Critical Action: Adjust to add depth to learning opportunities for students who demonstrate early mastery of learning objectives. (BP 15)

Project Lead:	Julie-Anne Z. Dean (principal), Brooks Baca (Assistant Principal) & Linda Washington (Assistant Principal)							
Staff, Title I Staff:	Rebecca Grant (math chair) & math teachers, Andee Hirsch (science chair) & science teachers, Logan Miller (history chair), history & PACE teachers, Kim Hicks (English chair) & English teachers							
Materials and Resources:	PPPA Survey, SBIC, iLead Meetings, Department Meetings, PLCS, Peer Coaching, PACE teachers, District Instructional Leaders							
Targeted Area:	<input checked="" type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Extend learning for students who demonstrate early mastery</p> <p>1. Help teachers distinguish between gifted students and those who have demonstrated early mastery of grade-level learning objectives. How do teachers determine which students have already mastered particular objectives? Is a system of pre-tests in place?</p> <p>2. Investigate the approaches teachers take in addressing students who demonstrate early mastery. Do they plan activities that extend students' thinking for any objective on which they demonstrate early mastery? This approach suggests a "deeper, not wider" approach. Students who demonstrate early mastery are sometimes provided unstructured time to study one of their interest areas. While not inherently bad, this open-ended learning opportunity does not ensure that students will be engaged in the type of activity that will seriously extend their thinking.</p> <p>3. Work with teacher teams to add a consideration of early-mastery students in their instructional planning. Have team members brainstorm the extended learning opportunities that will be provided for these students. New learning</p>	<p>Once a month at grade level academic team meetings October 2016-December 2016</p> <p>Once a month at grade level academic team meetings October 2016-December 2016</p> <p>Monthly department meetings October 2016-</p>	<p>6th Grade....Oct 2016....gave a pretest to Honors over proportion (7th grade TEK....2% know all</p> <p>Local assessments (quizzes, tests, informal assessments), MAP testing, academic team PLC notes, grade level subject planning notes</p> <p>Lesson plans, curriculum</p>	<p><u>Math</u></p> <p>Exit cards</p> <p>Comprehension Checks....prior to a quiz to show comprehension</p> <p>Extension lessons and questions from Carnegie....every chapter</p> <p>Enrichment problems for Honors</p> <p>Join Math Counts</p> <p>Synthesis/Extension....all on the Teacher Topic pages in Curriculum planner</p> <p><u>Science</u></p> <p>We address questions on a higher level using Costa's 3 Levels of Questioning skill sheet and have students practice creating questions themselves</p> <p>We address questions on a higher level of blooms</p>

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<p>opportunities and activities should be carefully crafted to require deeper levels of thinking and investigation relative to the same standard for which they have demonstrated mastery. This means that options for students who need more challenging material must be 1) tightly aligned to the learning objectives of the written curriculum and 2) specifically assigned to students based on the learning objectives where they have demonstrated early mastery.</p> <p>4. If your district has not already provided teachers with these types of early-mastery materials relative to each academic objective, then certainly ask district leaders if this is a possibility.</p>	<p>May 2017.</p> <p>Monthly at iLead and principals' meetings October 2016- May 2017</p>	<p>planners, department PLC notes, grade level subject planning notes, and conference notes with Gifted and Talented teachers.</p> <p>Lesson plans, curriculum planners, department PLC notes, grade level subject planning notes and conference notes with Gifted and Talented teachers.</p> <p>Exit cards</p>	<p>(especially using C-notes) and have them challenged with predictions and hypothetical situations</p> <p><u>Social Studies</u></p> <p>Consistently monitoring, assessing student success (Not formal) pretesting Class discussion of topic to survey students' prior knowledge Working with students on an individual basis Warm up time for gauging student understanding</p> <p>Pair higher level students with lower level students to complement both learners Prepare optional assignment to enforce learning Student choice in assignments</p> <p>MSP- suggested activities Extension activities based on student interest (ex: investigate the music of the WWII era, design clothing that might have been worn during the Medieval era, research foods served in Ancient Rome, etc.)</p> <p><u>English</u></p> <p>Exit cards and comprehension notes</p> <p>Pre-reading Anticipation guides about topics and themes students will encounter in a reading</p> <p>Higher order thinking tasks in Honors</p>
<p>Identify specific work products/outcomes for extended learning</p> <p>1. Collect samples of extended learning activities that teachers are currently using to gauge the amount of structure provided in those assignments. Summarize your</p>	<p>Monthly department meetings October 2016-</p>	<p>Jan 2017</p>	<p><u>Math</u></p> <p>One per grade level.....show examples.....Exit cards, extension questions, etc</p> <p>Enrichment questions</p>

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>observations relative to the specificity of the assignments' purpose and desired outcomes. Share your observations with your leadership team and with your faculty.</p> <p>2. Encourage teachers to work with their teams to define the work products and outcomes that will be expected for any extended learning opportunities in their classrooms. Oftentimes, when students are "ahead," they are allowed to work on projects that have no clear level of outcome specified. What type of student work would clearly demonstrate the desired level of student thinking for independent projects? Teachers should be clear and specific about what type of evidence they will accept to show that participating students did, indeed, extend their thinking.</p> <p>3. If extended opportunities are not already provided in the district's written curriculum resources, work with district leaders to request this type of support.</p>	<p>May 2017</p> <p>Once a month at grade level academic team meetings October 2016- May 2017</p> <p>Summer 2017</p>		<p><u>Science</u></p> <p>We address questions on a higher level of blooms (especially using C-notes) and have them challenged with predictions and hypothetical situations</p> <p>We also incorporate STAAR released test questions in unit tests</p> <p><u>Social Studies</u></p> <p>MSP- suggested activities</p> <p>Extension activities based on student interest (ex: investigate the music of the WWII era, design clothing that might have been worn during the Medieval era, research foods served in Ancient Rome, etc.)</p> <p>Student choice in assignments</p> <p><u>English</u></p> <p>Encourage teachers to attend PD over summer related to GT strategies and mindset</p> <p>Growth mindset discussion in 6th grade classes</p>
<p>Work collectively to challenge students who demonstrate early mastery</p> <p>1. Examine the ways that teachers in your school currently collaborate to assist students in their classrooms who demonstrate early mastery of grade-level objectives. Ask all teachers to specify exactly how they team with peers to address the needs of these students. Discuss the responses in a school leadership meeting.</p> <p>2. Meet with teacher teams to review the way teachers</p>	<p>Once a month at grade level academic team meetings October 2016- December 2016</p> <p>Once a month at</p>	<p>Curriculum software programs</p>	<p><u>Math</u></p> <p>Encourage Math Counts</p> <p>Enrichment problems</p> <p>Yummy math .com</p> <p>6thTy H and Josiah G</p>

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<p>indicate they are currently collaborating. Identify any outstanding examples of collaboration to share with the entire faculty.</p> <p>3. Ask each team to design an activity to increase this practice in your school. Have teachers team with other teachers of the same grade and subject to regroup students who show early mastery of any given academic objective. This practice describes a potentially powerful learning opportunity for students who demonstrate early mastery of any particular academic objective(s). Following a pre-test, regroup (across classrooms) those students who already show mastery of the knowledge and skills to be covered. Perhaps six different students across three classrooms will be identified. Group these students and provide a well-structured project to take their knowledge and skills to a deeper level on the learning objective. Perhaps the group can work together in the library or a designated learning lab where another adult can provide even greater stimulation.</p>	<p>grade level academic team meetings October 2016- May 2017</p> <p>Every other month at staff meeting November 2016- May 2017</p>		<p>7th Sai and Rachel</p> <p>8thDarby H and Scout R</p> <p><u>Science</u></p> <p>Grade level partners meet during planning period once a week to collaborate and discuss new learning opportunities; we are continuously re-evaluating rubrics and assignments to ensure the concept is fully explored</p> <p><u>Social Studies</u></p> <p>Work with Social Studies team to understand what each team is doing to extend learning and share ideas.</p> <p><u>English</u></p> <p>Encourage honors for PACE/GT students</p>

Critical Action 2

Critical Action: Participate in peer classroom visits in order to improve the instructional practices of the team. (BP 5)

Project Lead:	Julie- Anne Zamorano Dean (principal), Brooks Baca (Assistant Principal), & Linda Washington (Assistant Principal)							
Staff, Title I Staff:	Kim Hicks (English chair) and English teachers, Andee Hirsch (science chair) and science teachers.							
Materials and Resources:	PPPA Survey, SBIC, Conference Periods, PLCS, Peer Coaching, Department Meetings							
Targeted Area:	<input type="checkbox"/> School-wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 2:

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>Visit other classrooms as part of collaborative process</p> <p>1. Provide opportunities for teachers to visit other team members' classrooms. Make observation of peer instruction a regular part of the collaborative planning process for each grade-level or subject-area team. That is, observing a peer should not only be a professional growth opportunity for teachers who are experiencing difficulties in the classroom. Instead, have all teachers schedule visits to other team members' classrooms as part of the way you do business in your school.</p> <p>2. Ask each teacher to schedule a single period of observation time with another team member. If necessary, provide a substitute to allow time for the observations. Have team members coordinate their planning so that one day of substitute time could provide the opportunity for four or five teachers to observe. If you cannot provide a substitute, have various school leaders cover a class or two to provide this opportunity. (In fact, it may build stronger learning relationships with teachers if school leaders—rather than substitutes—cover classes as the teachers observe one another.)</p> <p>3. Provide structured time for teachers to debrief following a visit. Model the type of debriefing that should occur. In particular, help teachers to talk openly about what did and didn't work during the observed lesson. Teachers tend to</p>	<p>One visit per teacher each semester November 2016- May 2017</p> <p>One visit per teacher each semester November 2016- May 2017</p> <p>One visit per teacher each semester November 2016- May 2017</p>	<p>Conference periods; research on How Pineapple Charts Revolutionize Professional Development</p>	<p><u>Science</u></p> <p>Challenging with only one off-period</p> <p>Use peer coaching rubric when doing classroom visits</p> <p>Next year – maybe get subs to go on classroom visits on campus or even at other campuses</p> <p><u>English</u></p> <p>8th grade teachers observed 7th grade history teachers and took notes about Academic Vocabulary strategies</p> <p>Researched “Pineapple Chart” strategy for next year implementation to encourage cross-curricular observations</p>

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<p>feel much more comfortable complimenting their peers than analyzing instruction. Help them work toward the latter.</p> <p>4. Ultimately, work to develop an observation schedule that provides three to six opportunities per school year for this type of collaboration. Set specific goals for observations, and provide the structure to make them effective by determining what would best serve each team's needs.</p>	<p>June 2017- August 2017</p>		
<p>Participate in focused learning team walks</p> <p>1. Develop a structure for learning team walks in your school. Typically, a learning team walk is conducted by a group of three to five educators—often including teachers as well as school and district leaders. The team identifies a particular focus for the walk and investigates the use of a particular practice or strategy through short observations in classrooms throughout the school. For example, suppose that your school or district asks all teachers to use gifted teaching strategies in every classroom. The team may conduct a walk across many classrooms in a particular school to identify uses of this strategy.</p> <p>2. Have team members develop and use rubrics or observation documents to record their observations. The team may stay in a classroom from five to 15 minutes or so. At the end of the walk (often a half-day schedule), team members use a brief period of time to review their observations and to make salient observations. Then the team meets with school leaders and teachers whose classrooms were visited to discuss their observations.</p>	<p>June 2017- August 2017</p> <p>June 2017- August 2017</p>		
<p>Fully discuss instructional strategies following observations</p> <p>1. Provide structured time for teachers to meet following any peer observation to discuss the instructional strategies that were used and observed.</p> <p>2. Model the type of sharing that you would like to see (e.g., an analytical discussion of what did and did not work in the</p>	<p>One visit per teacher each semester November 2016- May 2017</p> <p>One visit per teacher each</p>		

Action Step (Title I Component # and Funding Amounts per Action Step)	Implementation Timeline per Action Step	Implementation Evidence per Action Step	Formative & Summative Notes per Action Step
<p>lesson). Initially, many teachers may be somewhat uncomfortable with this new form of collaboration. However, their comfort levels will typically increase as they become more skilled at focusing on an objective analysis of what was and was not working in a lesson.</p> <p>3. Initiate discussions about what may not have worked by asking questions (e.g., "What did you intend for students to do when they broke into small groups?"). Be an investigator, not an evaluator. These questions can be excellent lead-ins to more objective analysis of the lesson.</p>	<p>semester November 2016- May 2017</p> <p>One visit per teacher each semester November 2016- May 2017</p>		
<p>Reflect on lessons as a team</p> <p>1. Determine the extent to which teachers use team meeting time to review specific lessons they have taught. Consider factors such as the following:</p> <ul style="list-style-type: none"> •Do teachers have a set format for reviewing lessons in team meetings? •Do all teachers actively participate in the lesson review process? •Does the lesson review include any type of student learning measure of effectiveness (i.e., assessment results)? •Are teachers willing to share portions of the lesson that they feel did not work? •Does the lesson review lead to specific and tangible adjustments that are recorded for future use? <p>2. As confidence in this review process grows, have one teacher observe another's lesson so that he/she can offer additional insight during the review process. You might also consider videotaping the lesson so that the presenting teacher can observe the lesson even more objectively before reporting back to the group.</p>	<p>Monthly department meetings November 2016- May 2017</p> <p>November 2016- on going</p>		

Health, Fitness and Attendance

Critical Action:

The campus will utilize their coordinated school health program and analyze their student fitness data to set goals and objectives to encourage the HEALTH, FITNESS and ATTENDANCE of their students. (SB 892; Education Code 11.253(d); BQ LEGAL)

Strategies for Accomplishing Health, Fitness and Attendance Critical Action:

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	COORDINATED SCHOOL HEALTH:			
K-8	Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. (Required - Form Provided)	Principal	Campus Wellness Plan	Formative Notes: Campus Wellness Captain was appointed by principal. Athletic Director serves as the captain. Campus Wellness Team was formed during the first semester. Four meetings were set up for November, January, March and May. Three measurable goals were developed with Objectives and Evidence of accomplishment. Summative Notes: (See Haggard Middle School Campus Wellness Plan 2016-2017 at end of this section.)
K-8	Include at least one Parent on Campus Wellness Team. (Required)	Campus Wellness Captain	Campus Wellness Plan	Campus Wellness Team appointed Linda Coon as our parent representative for the Team prior to the first meeting.
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. (Required)	Principal	Coordinated School Health Curriculum	District Health curriculum is delivered by grade level by utilizing a combination of settings to include classroom, gymnasium and outdoors to accomplish Coordinated School Health requirements.
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. (Required)	P.E. Teacher/ Staff	Coordinated School Health Curriculum	Bulletin board has been created and maintained by the school nurse, who is responsible for posting health related items. Bulletin board is in process of being moved from gymnasium to outside the Assistant Principal's office.
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	Parents and the community are notified of Family Wellness Nights and Health Fairs through use of district email and local community media. These Wellness Nights and Health Fairs are coordinated with the Central Cluster and are usually held at the beginning of the year with community partners.

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
FITNESS:				
3-8	Pre and Post Assess all eligible students using fitness test components. (Required - Form Provided)	P.E. Teacher	Student Exemption Form	Data from Fitnessgram has been reviewed to identify trends and identify areas of concern related to the following activities: aerobic, flexibility, or strength. Once identified modifications to instruction are instituted to raise the level of fitness in the areas of concern.
4 th & 7 th	(NEW ACTION STEP) Ensure all data for 3 rd -8 th grade students is entered on timely basis, fitness report cards are printed (4th and 7th grade) and sent to parents or linked through myPISD. (Required)	P.E. Teacher	Fitnessgram Student Report	First round of testing was completed in October, and the data was entered by the Athletic Director. In April, a final round of testing was completed. The final student data was entered. All 7th grade reports were given to the students individually, and they were directed to deliver the results to their parents.
PHYSICAL ACTIVITY REQUIREMENTS:				
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. (Required - Form Provided)	Principal	Sample daily lesson plans may be provide by P.E./Fitness Teacher	Students begin class by dressing then performing stretching exercises to increase flexibility. A run/walk is then accomplished to help with increased aerobic capacity. Once this is completed, Tuesday and Thursday are used for fitness training while Monday, Wednesday and Friday are utilized to introduce units such as individual and team sports.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors. (Required)	P.E. Teacher	Pedometers; heart rate monitors	Pedometers are used during walking to measure the amount of steps taken during the period with a set goal for each student. MVPA is measured using heart rate monitors worn by students during fitness and organized team sports. This is done intermittently during the year to analyze results and make necessary modifications to classroom plans and implement.
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. (Required - Form Provided)	Principal	Yearly Plan Form Lesson Plans Visible During Class Time Observation	Followed state provided Texas Essential Knowledge and Skills requirements as well as district provided requirements. This increased activity times approximately 10 minutes daily.
K-5	Ensure students are receiving daily unstructured play during recess. (Required)	Principal	Master Schedule, Staff Supervising Schedule	In PE, students are allowed breaks at the beginning and end of each period for socialization
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	(Required)			
ATTENDANCE: Forms are available on inside.pisd				
K-8	Monitor attendance of students and follow up on prominent and chronic absences. (Required)	Principal	Pinnacle, Attendance Sheet	Attendance monitored weekly by Attendance Clerk and prominent and chronic absence issues addressed by Linda Washington through Attendance BIP (Behavior Improvement Plans) meetings with students and parents.

Violence Prevention and Bullying

Critical Action:

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. (HB 283)

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
Staff	PREVENTION:			
	Identify high risk areas. (Required)	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	<p>Formative Notes:</p> <p>Summative Notes: Assistant Principals evaluated and identified high risk areas</p>
	Monitor high risk areas. (Required)	Principal Designee	Staff assignments/schedule	<p>Areas by the cafeteria restrooms are monitored on a regular basis as a result of staff feedback.</p> <p>The hallway by offices 524/525 is monitored by Ms. Phillips during passing periods.</p> <p>Bike racks by Parkhaven Dr. are monitored after school as part of the HMS Duty Schedule.</p> <p>The tennis courts adjacent to Westside Drive are monitored after school as part of the HMS Duty Schedule.</p>
	Follow Campus Rules/Expectations. (Required)	Principal	Code of Conduct, District Handbook Campus Handbook	<p>All staff members are provided access to the code of conduct and handbooks and are in compliance.</p> <p>Assistant Principals reviewed expectations with staff members in team meetings prior to beginning of school year</p>
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment. (Required)	Principal or designee	Handouts/PowerPoint	Annual staff training presented by the counseling staff.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
				<p>All staff members completed the district mandated modules on sexual harassment.</p> <p>Staff and students participated in an Anti-Bullying Week, which encouraged students to get to know other students and encouraged community within the school.</p> <p>Staff and students made pledges to refrain from bullying and to report incidents of bullying.</p> <p>Counselors presented suicide prevention training to the staff during PDH in August 2016.</p>
	Review referral process. (Required)	Principal or designee	Campus referral plan	<p>Assistant Principals reviewed referral process with teachers and staff prior to beginning of school year.</p> <p>Assistant Principals reviewed and revised Reflection Form to Reflective Conversation</p> <p>Assistant Principals revised referral process for teachers and administrators</p>
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus. (Required)	Principal or designee (campus discipline staff)	Discipline Management Plan	During PDH, teachers and staff review and discuss the HMS Discipline Management Plan. The steps to follow in the classroom in order to address student misbehaviors as well as the steps necessary for documentation and parent contact are reviewed.
	Implement campus referral plan. (Required)	Principal or designee	Campus Referral Plan	Teachers and staff are shown the steps to take when addressing student misbehaviors and how to document when it is necessary to assign consequences such as Reflection forms, and make-up time. Offenses that require immediate referrals to the office are also discussed as well as the process of having the offending students transported to the office.

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	Utilize Discipline Management strategies. (Required)	Principal or designee	Discipline Management Plan	Teachers and staff review additional strategies to educate students on appropriate classroom and campus behavior. Detailed information is provided in the HMS Discipline Plan and teachers are provided electronic copies to refer to when needed.

Strategies for Accomplishing Violence Prevention and Bullying Critical Action:

Applicable Group	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
All Students	PREVENTION:			
	Clearly state student expectations/campus rules/citizenship. (Required)	Principal or designee	Code of Conduct/ Student-Parent Handbook	Teachers present the expectations for student behavior during “Eagle Camp” at the beginning of the school year. Posters communicating the expectations for students to follow the “Haggard Way” are posted in classrooms. Golden Eagle awards are given to students as incentives for attendance and maintaining an average grade of 80 or higher for each six week grading period.
	Monitor high risk areas. (Required)	All staff	Schedule (if necessary)	Completed by staff members throughout the year using the duty schedule.
All Students	EDUCATION:			
	Explain referral process/contacts. (Required)	All teachers	Referral Plan	Teachers present students with the various steps of the HMS Discipline Plan through various presentations during “Eagle Camp”. Teachers explain the steps that are completed for various offenses and the process that is used when consequences escalate.
All Students	INTERVENTION:			
	Apply classroom interventions: (Required)	All teachers	Discipline Management Plan	Teachers and staff discuss the “Haggard Way” and other character building strategies to encourage student intrapersonal and interpersonal growth and development.

	Employ discipline interventions: (Required)	Designated staff	Discipline Management Plan	The PISD Student Code of Conduct is followed when evaluating student offenses and corresponding consequences.
	Use other intervention strategies as necessary/appropriate. (Required)	Administrative staff or counselors	Discipline Management Plan	Interventions and strategies are employed according to each situation and in accordance with each student unique and individual needs. Educating students on methods and strategies they can use to avoid future issues are always discussed with each student.
	Conference with parents/students. (Required)	Teachers or other staff	Teachers/Counselor/Administrators/Parents	Parents are contacted when referrals and consequences are assigned involving all major incidents and any time consequences involve time assigned in the ISS room. Conferences with parents and students are utilized when student misbehaviors are chronic or severe.

Parent Involvement

Critical Action:

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.

Strategies for Accomplishing Parent Involvement Critical Action:

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Principal and staff	July 2016- May 2017	Parents are provided with the opportunity to access technology and information during all open house events. Frequent communication between teachers, counselors, administrators and parents regarding academic and emotional needs. Parents are encouraged to monitor their child’s grades and assignments using the PISD parent portal. eNews “blasts” are sent out every Wednesday updating parents on school wide events and ways to support their child’s academic and social growth while at Haggard.
Identify parents without computer/internet access to offer hard copies of school information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local Funds	Principal and staff	November 2016- May 2017	Paper copies of the weekly eNews and daily announcements are available in the front office.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: state & local	Principal and CTA	August 2016- May 2017	Website updated by CTA to include all relevant information and schedules
Communicate information through eNews. Funding source: state & local	Principal and PTA	Every Wednesday August 2016 - May 2017	The principal sends out a weekly eNews.
Utilize social media to keep parents and community informed. Funding source: state & local	Principal, staff and PTA	August 2016- May 2017	Remind 101 utilized to keep parents informed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: state and local	Principal and PTA	Monthly August 2016- May 2017	PTA representatives meet with the principal and assistant principals as needed.

Action Step	Staff/Resources	Implementation Timeline and Evidence per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: state & local	Principal, counselors and PTA	Monthly August 2016- May 2017	PTA put on a variety of parent programs throughout the year.

State Certified Teachers and Highly Qualified Paraprofessionals

Critical Action:

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

Project Lead:	Plano ISD HR Employee Recruitment & Retention Department
Staff, Title I Staff:	HR Employee Recruitment & Retention Dept., HR Certification Officers, Curriculum Department, Campus Administrators
Materials and Resources:	Operating Fund, HR Budget, Campus/Curriculum Budget

Strategies for Accomplishing State Certified Teachers and Highly Qualified Paraprofessionals Critical Action:

Action Step	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
Recruiting trips by Human Resources Dept./Campus Administrators are used to identify state certified candidates interested in teaching in Plano ISD. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	HMS Administrators attended the Plano ISD job fair
To attract and retain state certified applicants for bilingual students, Plano ISD offers a salary stipend. Title I Component 5 Funding source: State and Local	Monthly Bilingual Stipends, July 2016 to June 2017	
To attract state certified applicants, Plano ISD offers pre-service teachers at local universities the opportunity to student teach at Plano ISD campuses. Title I Component 5 Funding source: State and Local	August 2016 to May 2017	
Local on-going high quality professional development based on campus/district need is provided to all teachers in all core subject areas by the Professional Learning Department, Curriculum Department, and Campus Administrators. Title I Component 4 and 5 Funding source: State and Local	July 2016 to June 2017	7.5 hours of targeted professional development offered on campus.
The Plano ISD Certification Office follows district hiring procedures to ensure that teaching staff and paraprofessionals are not hired if they do not meet state certified or highly qualified standards. Title I Component 5 Funding source: State and Local	July 2016 to June 2017	