



Plano ISD

Campus Improvement Plan: 2017-2018

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.

Planning Timelines and Meeting Dates

- Needs analysis (STAAR GAP Analysis), goal setting, analysis of Critical Actions and strategic planning: **July - September 2017**
- Campus teacher data analysis day: **August - September 2017**
- SBIC Plan due for DBIC review: **October 6, 2017**
- Meeting 1: SBIC approves the improvement plan (by October 4, 2017): **9/27/2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **1/31/2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **5/22/2018**

2017-2018 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
3 (HQ)	Instruction by State Certified Teachers	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 \$	Total Funding for # Title I Support Teachers	
Parental Engagement	\$ Enter funding \$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)	
Student and Campus Capacity Building	\$ Enter funding \$	Additional Title I Funding (i.e. Tutoring, adult temp staff to support students during instruction, professional development, PLC, student enrichment opportunities)	

TEA Strategic Priorities**Every child, prepared for success in college, a career or the military.**

Goal 1	Recruit, support, and retain Teachers and Principals	Goal 3	Connect high school to career and college
Goal 2	Build a foundation of reading and mathematics	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/

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Linda Washington	Faculty Member	2016	9.27.17	1.31.18	5.22.18
Will Daniel	Faculty Member	2017	9.27.17	1.31.18	5.22.18
Ari Weinberg	Faculty Member	2017	9.27.17	1.31.18	5.22.18
Sergio Alexander	Faculty Member	2017	9.27.17	1.31.18	5.22.18
Dante Harris	Faculty Member	2017	9.27.17	Not present	5.22.18
Linda Suggs	Faculty Member, Special Ed	2017	9.27.17	Not present	5.22.18
Julie-Anne Z. Dean	Principal	2000	9.27.17	1.31.18	5.22.18
Gina Beville	District Professional	2017	9.27.17	Not present	Not present
Ariadne Pereira	Campus Professional, Non-teaching	2017	9.27.17	1.31.18	5.22.18
Alex Sykes	Support Staff Member	2017	9.27.17	Not present	5.22.18
Jolee Kempf	Parent-Selected by PTA	2017	9.27.17	Not present	5.22.18
Hans Anderson	Parent-Selected by Principal	2017	9.27.17	Not present	Not present
Neely Clark	Parent	2017	9.27.17	1.31.18	5.22.18
Wanda Sheppard	Parent	2017	9.27.17	Not present	Not present
Cathy Allen	Parent	2017	9.27.17	1.31.18	5.22.18
Angie Jablonski	Parent	2017	9.27.17	1.31.18	5.22.18
Tangela Hall	Community Member	2017	9.27.17	Not present	Not present
Kevin Lindsey	Community Member	2017	Not present	Not present	Not present
Jena Hanson	Business Representative	2017	Not present	Not present	Not present

Position not yet filled	Business Representative	NA	NA	NA	NA
Kaki Bennett	Ad Hoc Member ^{Optional}	2017	9.27.17	1.31.18	5.22.18

Information regarding the SBIC Committee, membership, terms, etc. (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 Approaches Grade Level 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>Transition: The campus will assist students in making a successful transition between: early childhood to elementary; elementary to middle school; middle school to high school; and high school/sr. high school to college, the workplace or the military.</p>	<p>1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)</p>	<p>All</p>
<p>State Certified Teachers and Highly Qualified Paraprofessional 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>

Summary of 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 diagnostic);
- STAAR/EOC GAP Analyses;
- State of Texas Accountability Reports (*specifically addressing any student groups that did not meet State and Federal Accountability Safeguards*)

School Wide and/or Targeted Core-Subject Critical Actions

1. Increase the number of Special Education students who meet standard on the STAAR Reading, Writing, Science, and Social Studies exams.
2. Increase the number of Economically Disadvantaged students who meet the standard on the STAAR Writing exam.
3. Implement high-yield writing strategies across all core content areas to support continuous improvement for students who demonstrate below grade level performance.

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Critical Action 1

Critical Action: Increase the number of Special Education students who meet standard on the STAAR Reading, Writing, Science, and Social Studies exams.

Project Lead:		Principal, Special Education Team Leader						
Staff, Title I Staff:		Assistant Principals, all core content area teachers, all SPED teachers						
Materials and Resources:		District Curriculum Planner, STAAR Tutorials, PLC time, Master Schedule, STAAR Data, STAAR Gap Analyses, <u>7 Steps to a Language Rich Classroom</u> , writing mini lessons, 7 th period teachers						
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 1:

Action Step <ul style="list-style-type: none"> TEA Strategic Priorities Goal # per Action Step (If Applicable) 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
Implementation of systematic practices to operationalize campus wide data analysis of results of 2017 STAAR exams, curriculum planning, collaborative discussion and continuous examination of student progress in core content areas.	October 2017- June 2018- Monthly PLCs, Core Department meetings and Leadership Team meetings.	Agendas, notes, data analysis, curriculum planning documents, STAAR Gap Analysis for reading, writing, science, and social studies.	Formative Notes: Summative Notes: Completed. Teachers continuously meet with department and analyze data, STAAR Gap Analysis, semester exam data. Teachers attended MAP to STAAR training before STAAR testing.
Create a master schedule that allows for grade level core content teachers to plan and learn together (Professional Learning Communities) and to generate strategies, interventions and academic success plans for identified students.	April 2017-August 2017- completed by August 21, 2017	2017-2018 Master Schedule	Completed.
Provide targeted STAAR tutorial opportunities in the core content areas before and/or after school.	January 2018-May 2018- weekly before and/or after school tutorials.	Core content tutorial schedules, attendance sheets, individual student remediation plans.	Completed. All Core subjects identified students and provided STAAR Tutoring routinely in advance of testing.
Incorporate creative writing opportunities/mini lessons for students during 7 th period Friday ZAP time.	October 2017-June 2018- bimonthly on Fridays during	Student writing samples/reflections, creative writing mini-lessons and Friday ZAP schedule.	This has not been implemented in ZAP but teachers have been more purposeful in encouraging writing at all levels. ZAP time has been used for SEL lessons which does include reflective writing.

	ZAP time from 3:00-3:30 pm.		
Provide professional learning opportunities for teachers that will focus on incorporating effective writing strategies in the core content areas.	Review every nine weeks	Emails, MLP, notes, agendas, certificates of completion, classroom walk-throughs/observations.	PISD offered a flex PD Saturday in January. Sessions included a variety of topics including writing. Kim Hicks and Will Daniel led a PDH day for low-risk writing without fear of being evaluated.
Incorporate the practice of creating and scaffolding language scripts and sentence frames in the core content classrooms that utilize class-specific vocabulary as well as academic language on a daily basis.	October 2017-May 2018- as the opportunity arises in core content areas.	Word walls, AVID Academic Language Path summer training, Examples of sample sentence stems and academic language and vocabulary visuals, AVID WICOR strategies	7th and 8th grade teachers are using word walls and language scripts in small and large scale writing tasks. Science and History use talk, read, talk, write strategies. Science requires written responses to include reasoning or evidence of thought. Math is using Chromebooks with collaboration boards to explain process.
Provide additional staffing in core content area classes grades 6-8 that have students receiving support services through Special Education.	September 2017-October 2017- weekly administrative team meetings.	Master schedule, student schedules, student IEPs.	Completed.

Critical Action 2

Critical Action: Increase the number of Economically Disadvantaged students who meet the standard on the STAAR writing exam.

Project Lead:	Principal							
Staff, Title I Staff:	Assistant principals, 7 th grade English teachers and English Department Head, 7 th period teachers							
Materials and Resources:	District Writing Curriculum Planner, STAAR Writing Tutorials, Master Schedule, STAAR Writing Data, STAAR Writing Gap Analysis, <u>7 Steps to a Language Rich Classroom</u> , writing mini lessons							
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input type="checkbox"/> Reading	<input checked="" 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 2:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
Implementation of systematic practices to operationalize 7 th grade STAAR data analysis, curriculum planning, collaborative discussion and continuous examination of student progress with writing.	October 2017-June 2018-Monthly PLCs, core department meetings, and Leadership Team meetings.	Agendas, notes, data analysis, planning documents, Seventh grade STAAR Gap Analysis.	Formative Notes: 7th grade ELA teachers attended a district wide meeting regarding low STAAR scores. They took notes about the root causes and the possible remedies. Summative Notes: Teachers organized writing workshops and tutorials to help improve skills.
Seventh grade English teachers will work together in generating writing interventions and strategies that will address the areas of Revision and Editing on the STAAR Writing exam.	October 2017-June 2018-weekly 7 th grade curriculum meetings, monthly English department meetings, and English Department Pull Out Day-spring semester.	Seventh grade STAAR Writing GAP Analysis, notes, agendas, district curriculum.	Completed. See above.

Provide targeted 7 th grade STAAR writing tutorials before and/or after school.	January 2018-May 2018- weekly before and/or after school tutorials	English tutorial schedule, tutorial attendance sheets, individual student remediation plans and student writing samples.	Completed. Teachers met in January to organize tutorials. Sessions were held for six weeks prior to STAAR.
Incorporate the practice of creating and scaffolding language scripts and sentence frames in the 7 th grade English classrooms that utilize class-specific vocabulary as well as academic language on a daily basis.	October 2017-May 2018- as opportunity arises during English class.	Word walls, AVID Academic Language Path summer training, Examples of sample sentence stems and academic language visuals, AVID WICOR strategies	Teachers have been utilizing language scripts for all writing assignments in class.
Incorporate creative writing opportunities/mini lessons for students during 7 th period Friday ZAP time.	October 2017-June 2018- bimonthly on Fridays during ZAP time from 3:00-3:30 pm	Student writing samples/reflections , creative writing mini-lessons and Friday ZAP schedule.	Addressed in Critical Action 1

Critical Action 3

Critical Action: Create a Haggard Social Emotional Learning Student Teacher Advisory Committee (SELSTAC) that focuses on implementing writing activities during Friday ZAP time that teach and promote Social and Emotional Learning (SEL) skills so that teachers can build socially and emotionally healthy classroom environments for all students.

Project Lead:		Principal						
Staff, Title I Staff:		Assistant Principals, all 7 th period teachers						
Materials and Resources:		Plano ISD K-12 Social Emotional Learning Standards, www.wereateachers.com , www.Edutopia.com , www.tolerance.org , www.broadcastinghappiness.com , Summit X 2017 Conference, SELSTAC, Momentous Institute, TED Talks						
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input checked="" type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Action 3:

Action Step <ul style="list-style-type: none"> • TEA Strategic Priorities Goal # per Action Step (If Applicable) • 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
Communicate and implement intentional and clear SEL goals to staff and students.	October 2017-May 2018- bimonthly on Fridays during 7 th period ZAP time, bimonthly SELSTAC meetings, weekly as opportunities arise.	SEL student journals and writing samples, SEL and Restorative practices, TED Talks, SEL visuals, notes, agendas, student designed videos, art work, skits, classroom discussions, self-reflections and assessments, student driven announcements and social media.	Formative Notes: SELSTAC Meetings- October 6, 2017 (Social Emotional Learning Student Teacher Advisory Committee) Summative Notes: Administration has conducted several staff PD meetings this year to communicate SEL expectations and strategies for teachers. ZAP is being utilized to discuss SEL ideas with students. The most recent discussions have been about stress and how to cope. The counselors have provided teachers with videos and handouts to help guide students through an effective discussion.

<p>Build student leadership: Engage students as co-leaders, co-learners, and co-designers of campus-wide SEL campaign.</p>	<p>October 2017-May 2018- bimonthly on Fridays during 7th period ZAP time, bimonthly SELSTAC meetings, and weekly as opportunities arise in other classrooms.</p>	<p>SEL student journals and writing samples, SEL and Restorative practices, TED Talks, SEL visuals, notes, agendas, student designed videos, art work, skits, classroom discussions, self-reflections and assessments, student- initiated announcements and social media</p>	<p>Complete. SELSTAC Meetings- October 6, 2017 (Social Emotional Learning Student Teacher Advisory Committee)</p>
<p>Incorporate mini writing lessons during ZAP time that focus on teaching and supporting SEL best practices and school climate efforts.</p>	<p>October 2017-May 2018- bimonthly on Fridays during 7th period ZAP time, bimonthly SELSTAC meetings, and weekly as opportunities arise in other classrooms.</p>	<p>SEL student journals and writing samples, SEL and Restorative practices, TED Talks, SEL visuals, notes, agendas, student designed videos, art work, skits, classroom discussions, self-reflections and assessments, student- initiated announcements and social media.</p>	<p>Complete.</p>
<p>Develop a repository of SEL lessons, activities, and strategies for teachers to utilize during Friday ZAP time.</p>	<p>October 2017-May 2018- bimonthly on Fridays during 7th period ZAP time,</p>	<p>SEL student journals and writing samples, SEL and Restorative</p>	<p>Complete. Counseling Modules, Staff PD Data bank of SEL strategies.</p>

	<p>and bimonthly SELSTAC meetings.</p>	<p>practices, TED Talks, SEL visuals, notes, agendas, student designed videos, art work, skits, classroom discussions, self-reflections and assessments, student- initiated announcements and social media.</p>	
<p>Utilize SEL Student Climate Survey results from spring 2017 to continue addressing identified areas of need.</p>	<p>October 2017-May 2018- bimonthly on Fridays during 7th period ZAP time, bimonthly SELSTAC meetings, and monthly Leadership Team meetings.</p>	<p>Spring 2017 SEL Student Climate Survey, Cultural Sensitivity lessons, journals and writing samples, SEL and Restorative practices, TED Talks, SEL visuals, notes, agendas, student designed videos, art work, skits, classroom discussions, self-reflections and assessments, student initiated announcements and social media.</p>	<p>Complete.</p>

Critical Action Addressing Missed State Safeguards

Critical Actions to Address Missed State Safeguards:

- Supplement classroom interventions with targeted support for students who perform below grade level. (School Wide P³A Best Practice #17)
- Provide proven interventions within the classroom to assist each student in mastering grade-level learning objectives. (Classroom Level P³A Best Practice #13)
- Use interventions beyond the classroom for students who perform below grade level. (Classroom Level P³A Best Practice #14)

Project Lead:		Principal						
Staff, Title I Staff:		Assistant Principals, all core content teachers						
Materials and Resources:		District Curriculum Planner, STAAR Tutorials, PLC time, Master Schedule, STAAR Data, STAAR Gap Analyses, <u>7 Steps to a Language Rich Classroom</u>, writing mini lessons						
Targeted Area:	<input checked="" type="checkbox"/> School Wide	<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> ELA	<input type="checkbox"/> Mathematics	<input checked="" type="checkbox"/> Science	<input checked="" type="checkbox"/> Social Studies	<input type="checkbox"/> Other:

Strategies for Accomplishing Critical Actions to Address Missed State Safeguards:

Action Step ● TEA Strategic Priorities Goal # per Action Step (If Applicable) ● 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>SW #17 - Proactively develop intervention plans for students performing below grade level</p> <p>1. Use student assessment data and teacher input to identify the students at each grade who are going to require additional instructional supports.</p> <p>2. Develop, share and implement individual student remediation plans for those students who are performing below grade level.</p> <p>3. Create and share a written intervention plan that clearly identifies the school-level supports and programs used to assist students who enter a class below grade level.</p>	<p>October 2017- May 2018- Weekly PLC meetings, Monthly department meetings, weekly CMIT and SPED meetings review intervention plans every nine weeks, and Daily Tier II and III RTI instruction,</p>	<p>Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans</p>	<p>Admin, Counselors, and Teachers utilized all available student data to determine which students require intervention in preparation for general instruction as well as local and state assessments. This informed our decision making for how best to intervene and support.</p> <p>Staff properly use the RTI process to measure and identify specific needs for students.</p> <p>Campus utilized CMIT, 504. and SpEd to support and provide documented evidence of interventions.</p>

<p>SW #17 - Provide proactive support for students performing below grade level 1. Provide timely support to ensure that students who are performing below grade level gain the specific prerequisite skills needed before they are introduced to new content. Specifically, meet students where they are and move them to higher levels of academic achievement concentrating on both the level of instruction and the required remediation to allow students to respond successfully to the instruction. Students must be held accountable for the grade level curriculum while simultaneously receiving the necessary reinforcements to master the grade level requisites. 2. Afford students learning opportunities during before or after school tutorials where prerequisite skills can be taught and reinforced.</p>	<p>October 2017-May 2018- Weekly PLC meetings, Monthly department meeting, weekly CMIT and SPED meetings, before and after school tutorials and daily Tier II and III RTI instruction.</p>	<p>Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans</p>	<p>Admin, Counselors, and Teachers utilized all available student data to determine which students require intervention in preparation for general instruction as well as local and state assessments. This informed our decision making for how best to intervene and support.</p> <p>Staff properly use the RTI process to measure and identify specific needs for students.</p> <p>Campus utilized CMIT, 504. and SpEd to support and provide documented evidence of interventions.</p>
<p>SW #17 - Provide academic support aligned with the district curriculum 1. Review school-level interventions to ensure that they are aligned with the academic objectives of the districts' curriculum. 2. Provide individualized student instruction and reinforcement not only in the classroom, but before and after school, that is specifically aligned to the current learning objectives being taught in the classroom.</p>	<p>October 2017-May 2018- Weekly PLC meetings, Monthly department meetings, weekly CMIT and SPED meetings, review intervention plans every nine weeks, and Daily Tier II and III RTI instruction.</p>	<p>Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans</p>	<p>Admin, Counselors, and Teachers utilized all available student data to determine which students require intervention in preparation for general instruction as well as local and state assessments. This informed our decision making for how best to intervene and support.</p> <p>Staff properly use the RTI process to measure and identify specific needs for students.</p> <p>Campus utilized CMIT, 504. and SpEd to support and provide documented evidence of interventions.</p>
<p>SW #17 - Evaluate the effectiveness of student interventions 1. Identify correlation between provided interventions and remediation and increased student performance. 2. Re-evaluate interventions that are not resulting in significant student progress.</p>	<p>October 2017-May 2018- Weekly PLC meetings, Monthly department meetings, weekly CMIT and SPED meetings, Leadership meetings and</p>	<p>Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans</p>	<p>Admin, counseling, and teacher teams meet regularly to review effectiveness of student interventions and implement new accommodations or interventions to promote growth.</p>

	review intervention plans every nine weeks.		
<p>CL #13 - Provide tutorials that target specific objectives 1. Offers subject specific tutorials for identified students that are grouped by subject specific STAAR TEKS/Objectives weekly before and after school in the spring semester.</p>	January 2018- May 2018- Weekly PLC meetings, Monthly department meetings, review identified student progress every nine weeks, before and after school spring tutorials.	Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans	Completed by all grade levels and departments.
<p>CL #13 - Train and use peer tutors to support student 1. Establish a schedule for PSHS AVID and NHS students to tutor and mentor Haggard students who are performing low in identified subject areas. 2. Encourage teachers who have a strong depth of knowledge in a subject area and who are strong with best teaching practices to share their expertise with other teachers.</p>	October 2017- May 2018- Weekly PLC meetings and Monthly department meetings,	Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans	<ol style="list-style-type: none"> 1. Completed. 2. Mentor teachers and staff sharing in Professional Development meetings as well as organic partnerships with teachers working on individual professional goals.
<p>CL #14 - Seek support from team members to assist students performing below grade level 1. Ensure that all teachers are participating and contributing to the academic growth and success of all students. 2. Ensure that all teachers are participating in subject specific STAAR tutorials in the spring semester.</p>	October 2017- May 2018- Weekly PLC meetings, Monthly department meetings, review intervention plans every nine weeks, and targeted STAAR tutorials in the spring.	Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans	Completed. Accountability among grade level and departmental teams as well as Administrative accountability

<p>CL #14 - Seek support from multiple staff members</p> <ol style="list-style-type: none"> 1.Ensure that all teachers are participating and contributing to the academic growth and success of all students. 2.Ensure that all teachers are participating in subject specific STAAR tutorials in the spring semester. 3.Survey teachers to learn more applicable ways teachers can assist supporting the academic growth of students who are performing below grade level, and may not be a student of theirs. 	<p>October 2017- May 2018- Weekly PLC meetings, Monthly department meetings and Leadership meetings, and fall and spring survey.</p>	<p>Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans</p>	<p>Completed. Accountability among grade level and departmental teams as well as Administrative accountability</p>
<p>CL #14 - Seek support from parents</p> <ol style="list-style-type: none"> 1.Examine the communication patterns and efficiency of each teacher with parents of the children they teach. 2.Ask teacher teams to meet to share the communication techniques that each team member uses to inform parents of the academic progress of their children. 3.Survey parents to learn more practical ways parents can partner with schools in supporting the academic growth of their student. 	<p>October 2017- May 2018- Monthly Leadership meetings, SBIC meetings, fall and spring survey.</p>	<p>Meeting notes, planning notes, state and local assessments, MAP data, other data sources, and individual student plans, eNews.</p>	<p>Completed. Accountability among grade level and departmental teams as well as Administrative accountability.</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. (Required Action Steps per 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.	Principal	Campus Wellness Plan	Incomplete
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	Incomplete
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	Student portion has been fully implemented by PE teachers.
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	Completed.
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	Incomplete
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitness Gram Website	Completed.
4 th & 7 th	Ensure all data for 3 rd - 8 th grade students is entered on timely basis, fitness report cards	P.E. Teacher	Fitness Gram Student Report	Completed.

	are printed (4th grade and 7th grade) and sent to parents or linked through myPISD.			
	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.	Principal	Sample daily lesson plans may be provided by P.E./Fitness Teacher	Completed.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Completed.
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 Lesson Plans Visible During Class Time Observation	Completed.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	N/A
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	N/A
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Parent Conferences implemented Attendance BIP Truancy filed with Court for repeated absences

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. (Required Action Steps per 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:			
Assistant Principal's designees	Identify high risk areas.	Assistant Principals	Staff assignments/schedule	Completed.
Assistant Principal's designees	Monitor high risk areas.	Assistant Principals	Staff assignments/schedule	Campus Supervision Schedule PISD Quick Alert APP
All staff	Follow Campus Rules/Expectations.	Principal & Assistant Principals	Code of Conduct, District Handbook Campus Handbook	PISD Code of Conduct Haggard MS Campus Handbook
Staff	EDUCATION:			
All staff	Participate in annual staff training on bullying/sexual harassment.	Counselors	Handouts/PowerPoint	Safe Schools Lessons
Leadership Team	Review referral process.	Principal & Assistant Principals	Campus Referral Plan	Annual review by admin and campus leadership team
Staff	INTERVENTION:			
All teachers	Establish recommended intervention strategies for classroom/campus.	Principal & Assistant Principals	Discipline Management Plan	Student Management Training Restorative Training/Circles SEL Training
All teachers	Implement campus referral plan.	Principal & Assistant Principals	Campus Referral Plan	Completed.
All teachers	Utilize Discipline Management strategies.	Principal & Assistant Principals	Discipline Management Plan	Completed.

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:			
All staff	Clearly state student expectations/campus rules/citizenship.	Principal & Assistant Principals	Code of Conduct/ Student-Parent Handbook	Administrators consistently remind each grade as a whole during lunch student expectations/campus rules/citizenship throughout the school year
Assistant Principal's designees	Monitor high risk areas.	Assistant Principals	Schedule	Duty Assignments for "Hot Spot" areas have been created, shared, and posted for all staff.
All Students	EDUCATION:			
All teachers	Explain referral process.	Assistant Principals	Campus Referral Plan	Listed in HMS Student Handbook.
All Students	INTERVENTION: (Please complete cells below)			
All teachers	Apply classroom interventions.	All teachers	"The Haggard Way"	Completed.
All teachers	Employ discipline interventions.	Principal & Assistant Principals	Discipline Management Plan	Completed.
All teachers	Use other intervention strategies as necessary/appropriate.	Principal, Assistant Principals & counselors	Discipline Management Plan	Restorative Practices. Teachers provided and trained in staff PD this year.
All teachers	Conference with parents/students.	Grade level academic team leader	Teachers/Counselors/Administrators/Parents	Completed.

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 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 other electronic information. Title I Components: 1, 6, 10 Funding Sources: SCE, Title I and Local	Principal	March 2017-August 2017- Completed	Completed.
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	Counselors	March 5, 2018- Spring Open House	We had a great turnout with parents using the mobile lab to create and update their school accounts and personal email.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	August 2017-June 2018- At least once per week	Maintained daily.
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Principal	August 2017-June 2018- Weekly every Wednesday	Completed Weekly.
Utilize social media to keep parents and community informed. Funding source: State and Local	Principal, teachers and CTA	August 2017-June 2018- At least once per week.	Completed routinely.
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	September 2017-May 2018- First Thursday of every month	Formative Notes: September 7, 2017, October 5, 2017, November 2, 2017
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Principal, Counselors and PTA	August 2017-May 2018-First Thursday of every month	Completed.

Transition

Critical Action Step: The campus will assist students in making a successful transition between middle schools to high schools.

Strategies for Accomplishing Transition Critical Action:

Action Step	Staff/Resources	Implementation Timeline per Action Step	Formative & Summative Notes (Evidence of Implementation and Impact)
<p>Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding Sources: State and Local</p>	<p>“Haggard Eagle Camp”, Carol Dwecks’ Growth Mindset v. Fixed Mindset study, lessons on organization, study skills, homework, and utilization of Google Classroom, and student assembly- “How to Grow Your Resilience and Grit”</p>	<p>August 2017-August 2017- “Haggard Eagle Camp”- completed.</p> <p>August 2017-May 2018- monthly- one on one counselor/student lessons focused on Carol Dweck’s Growth Mindset V. Fixed Mindset</p> <p>August 2017-September 2017- Lessons on organization, study skills, homework and utilization of Google Classroom- completed</p> <p>October 25, 2017- Student assembly</p>	<p>Counselors work individually with students that struggle with grades and organization.</p> <p>Additionally, counselors talk about the learning process and time management with all students.</p>

<p>Campus implements programs dealing with teasing, criticism, bullying, and anger control help students deal with peer pressure and learn to make wise decisions. Title I Components: 7 Funding Sources: State and Local</p>	<p>Lessons on “Safe and Healthy Relationships”, Suicide Prevention/Awareness and PISD Safety Net Program, and SEL lessons.</p>	<p>September 11-15, 2017- Suicide Prevention/Awareness Week December 7 and 8, 2017 “Safe and Healthy Relationships” October 2017-May 2018-PISD Safety Net Program- 12 lessons each semester once a week Bimonthly SEL lessons during 7th period ZAP time.</p>	<p>Counselors work individually and with the other organizations to educate students about healthy choices. Counselors also give a suicide and stress management presentation to all students during the year</p>
<p>Academic Conferences - Counselors meet with parents and students to discuss academic progress and assist in developing individual 4-year plans for high school. Title I Components: 7 Funding Sources: State and Local</p>	<p>Naviance Programs: “Career Cluster Finder,” “Road trip National Timeline,” “Build a 4 Year Plan of Study,” “High School Goal/Transition Survey.”</p>	<p>October 27-28, 2017- “Career Cluster Finder” November 10-13, 2017- “Road trip National Timeline” January 2018-January 2018- “Build a 4 Year Plan of Study” April 2018- April 2018- “High School Goal/Transition Survey”</p>	<p>During pre-registration process, we discuss academic choices, honors/AP suggestions, and time management. During small group registration, we discuss this with parent and child individually.</p>
<p>Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local</p>	<p>Counselors, SPED Team Leader, AVID teacher, Vines HS Counselors’ visit, and PISD Academy administrator and counselor visit</p>	<p>November 2017-November 2017- Academy HS visit December 2017- December 2017- Vines HS visit</p>	<p>Completed Haggard MS invites perspective parents and students to visit the campus. During Haggard MS registration process on campus, we provide information about high school course selection.</p>

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 2017 to May 2018	District
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 2017 to June 2018	District
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 2017 to May 2018	Haggard MS Student Teachers partner with HR for campus placement.
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 2017 to June 2018	The campus leadership team partners with the Curriculum and Instruction personnel to develop professional development opportunities to support the focus for the campus, which includes, AVID strategies, Writing and Reading strategies, academic language strategies, and insure effective planning for learning etc. Teachers are also encouraged to seek professional development opportunities based on TPG/SLO.
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 2017 to June 2018	April 2018 implementation of trainings on Plano ISD Hiring Practices. 2018 Plano ISD Job Fair Recruitment 2018 Arlington Job Fair Recruitment

