



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Hendrick Middle School

Principal: **Lisa Long**

Mission Statement:

Enter mission statement Our mission is to provide a caring and supportive learning environment preparing students to be responsible citizens able to meet the opportunities and challenges of the future with confidence and integrity.



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): **Tuesday, September 26, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Tuesday, January 30, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Tuesday, May 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

SBIC Committee

Committee Member's Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Victoria Hines	Faculty Member	2017	X	X	X
Karen Horne	Faculty Member	2013	X	X	X
Adrienne Cates	Faculty Member	2015	X	X	X
Mark Wilczynski	Faculty Member	2014	X	X	X
Adrienne Hunter	Faculty Member	2010	X	X	X
Bryan Dixon	Faculty Member, Special Ed	2015	X	X	X
Lisa Long	Principal	2011	X	X	X
Bethany Rogers	District Professional	2016		X	
Micaela Lester	Campus Professional, Non-teaching	2015	X	X	
Olivia Carter	Support Staff Member	2016	X	X	
Jennifer Jacobs	Parent-Selected by PTA	2015	X		
Aaron Juniper, Ph.D	Parent-Selected by Principal	2015			
Carlos Curry	Parent	2016	X	X	X
Nadine Murphy	Parent	2018	X	X	
Ellen Myers	Parent	2018		X	
Ashley Green	Parent	2018	X	X	X
Trisha Hawkins	Community Member	2016	X		
Danielle Anderson	Community Member	2016	X		
Lisa Morton	Business Representative	2016		X	X
Tom Villani	Business Representative	2016	X		X
	Ad Hoc Member ^{Optional}				

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
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.	10 (Coordination and Integration)	All
Violence Prevention and Bullying	10 (Coordination and Integration)	All
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.	1 (Comprehensive Needs Assessment) 6 (Strategies to Increase Parental Involvement) 10 (Coordination and Integration)	All
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.	1 (Comprehensive Needs Assessment) 7 (Transition) 10 (Coordination and Integration)	All
State Certified Teachers and Highly Qualified Paraprofessional Staff: The rate of state certified teachers and highly qualified paraprofessionals will meet the 100% target measure.	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)	All

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. Use high-yield instructional strategies as tools to support rigorous learning. PPPA SW#6
2. Model and promote substantive collaboration to foster a learning community. PPPA SW #9
3. Supplement classroom interventions with targeted support for students who perform below grade level or demonstrate early mastery of the curriculum. PPPA SW #17
4.
Critical Actions to Address Missed State Safeguards: <ul style="list-style-type: none">• 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: Use high-yield instructional strategies as tools to support rigorous learning. PPPA SW#6

Project Lead:	Principal, Assistant Principals, & Leadership Team							
Staff, Title I Staff:	Classroom Teachers							
Materials and Resources:	TEKS, PISD Curriculum							
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 • 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
Use differentiation strategies <ol style="list-style-type: none"> 1) Use team planning time to build differentiated instruction into the lesson cycle. 2) Determine student areas of strength/weakness that may be used to differentiate instruction. 	Department planning meetings	Attendance at meeting, meeting notes and lesson plans	<p>Teachers met to discuss strategies to identify more effective processes for incorporating differentiated instruction into the lesson cycle.</p> <p>Formative Notes: Teams met weekly to utilize the curriculum to develop instructional plans that incorporated differentiated instruction based on student needs.</p> <p>Summative Notes: Teams/Departments saw a positive impact on the instructional planning process.</p>
Ask questions that require higher-order thinking <ol style="list-style-type: none"> 1) Become aware of the questions that require students to infer, analyze, and defend positions during discussions. 2) Carefully structure questions prior to the lesson matching the question to the level of learning that they are attempting to reach. 	During class time and tutoring	Lesson plan	<p>Teachers met to design and discuss the structure of questions being used in targeted lessons.</p> <p>Formative Notes: Teams met weekly to formulate targeted higher-order thinking questions that would utilized during the lesson.</p> <p>Summative Notes: Teams/Departments saw a positive impact in students being able to infer, analyze, and defend positions during discussions.</p>

Critical Action 2

Critical Action: Model and promote substantive collaboration to foster a learning community. PPPA SW #9

Project Lead:	Principal, Assistant Principals, & Leadership Team							
Staff, Title I Staff:	Classroom Teachers							
Materials and Resources:	Professional Books and Article, Technology, Lesson Plans, and Meeting Notes							
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 2:

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
Build teachers capacity for collaboration 1) Ensure that the time has been allocated for teachers to meet collaboratively	Team meetings Weekly Departments meetings Monthly leadership Team meeting	Attendance at meeting and meeting notes	Campus has built in time before and after school to have effective planning time for teams and departments. Formative Notes: Teachers meet consistently to plan for instructions. Summative Notes: Grade level/Teams/Departments tremendously benefited from these scheduled meeting times. The campus will continue with this strategic meeting schedule during the upcoming school year.
Build teachers capacity for collaboration 2) Identify the specific behaviors that you expect to see in collaborative team meetings and share these expectations with all team members	Team meetings Weekly Departments meetings Monthly leadership Team meeting	Attendance at meeting and meeting notes	Teams/Departments leaders utilized strategies gained from the Team Leader Academy to have a structure meeting agenda. Formative Notes: The agenda for each team/department included meeting expectations and overall expected outcomes. Summative Notes: Teachers saw the benefit of having a structure agenda including expectations for the meetings.

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
Build teachers capacity for collaboration 3) Monitor team meetings to ensure that you have provided the necessary support to create effective and exciting collaborative teams	Team meetings Weekly Departments meetings Monthly leadership Team meeting	Attendance at meeting and meeting notes	Administrators and campus support staff regularly attended meetings to support collaborations among teams/department. Formative Notes: Team leaders and Department Chairs maintained the meeting agenda, meeting notes and discussion and attendance to document progress. Summative Notes: Team/department meetings were very focus on best practices and meeting students' needs

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, Assistant Principals, & Leadership Team						
Staff, Title I Staff:		Classroom Teachers & Support Staff						
Materials and Resources:		Meeting Notes, Assessment Data, Targeted Intervention Activities' (tutoring, advisory, and in-class intervention)						
Targeted Area:	<input 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 Actions to Address Missed State Safeguards:

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
SW #17 - Proactively develop intervention plans for students performing below grade level 1) Create and share a written intervention plan that clearly identifies the school-level support used to assist students who enter a class at a below-grade achievement level. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies		Leadership team meetings Department meetings Grade level team meetings Writing Academy Targeted Advisory Groups	Meeting notes Intervention Plan Student Data	The campus established targeted intervention groups to help meet the needs of students within these groups. Formative Notes: The targeted intervention groups established to help meet student needs are writing academy, targeted tutorials, advisory math groups, etc. Summative Notes: Students benefitted from these groups by gaining skills in the targeted area in addition to gain more confidence as learners.
SW #17 - Provide proactive support for students performing below grade level 1) Use student assessment data and teacher input to identify the students at each grade level who are going to require additional instructional supports. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies		Department meetings Team Meetings Leadership team meetings	Meeting notes Student Data	Campus leadership utilized all available data sources to determine participates in targeted intervention programs. Formative Notes: The leadership team analyzed data in order to design and implement intervention program to meet students' needs.

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
			Summative Notes: Students benefitted from participation by gaining a stronger understanding of the targeted skills and concepts.
SW #17 - Provide academic support aligned with the district curriculum 1) Examine school-level interventions to make certain that they are tightly aligned with the academic objectives of the district's written curriculum that are being addressed in the classrooms. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies	Department meetings Team Meetings Leadership team meetings	Meeting notes Student Data	Teachers met to discuss if school-level are aligned with academic objectives of the district's written curriculum. Formative Notes: Teams met weekly to utilize the curriculum to develop instructional plans for effect school-level interventions. Summative Notes: Teams/Departments saw a positive impact on the instructional planning process.
SW #17 - Evaluate the effectiveness of student interventions 1) Abandon interventions that do not result in increased student performance. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies	Department meetings Team Meetings Leadership team meetings	List of added/delated interventions.	Teachers met to discuss the interventions that did not result in increased student performance. Formative Notes: Teams met to discuss the list of intervention to determine its effectiveness for student success. Interventions that were determined as being ineffective was delated for the list. Summative Notes: Teams/Departments saw a positive impact on students' success.
CL #13 - Provide tutorials that target specific objectives 1) Examine current tutoring schedule/practices designed to support student receiving special education supports and service below grade level. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies	Department meetings Team Meetings Leadership team meetings	Tutorial schedule	The campus established a current tutoring schedule/practice to help meet the needs of students' receiving special education support and service below grade level. Formative Notes: The targeted intervention groups established to help meet student needs are writing academy, targeted tutorials, advisory math groups, etc.

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
			Summative Notes: Students benefitted from these groups by gaining skills in the targeted area in addition to gain more confidence as learners.
CL #13 - Train and use peer tutors to support student 1) Continue to utilize peer tutoring as part of the AVID program and targeted tutorials. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies	AVID teacher Counseling Department	Tutoring training agenda Tutoring referral form	The campus established a peer tutoring program to help meet the needs of AVID students' within these groups. Formative Notes: The targeted intervention groups established to help meet student needs are writing academy, targeted tutorials, advisory math groups, etc. Summative Notes: Students benefitted from these groups by gaining skills in the targeted area in addition to gain more confidence as learners.
CL #14 - Seek support from team members to assist students performing below grade level 1) Identify specific supports that campus specialists can provided for students who are not mastering grade level objectives. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies	Department Meetings CMIT Meetings ARD Meetings	Meeting notes ARD discussion Student Data	The campus identified specific support provided by the campus specialists to help meet the students' needs within these groups. Formative Notes: The targeted intervention groups established to help meet student needs are writing academy, targeted tutorials, advisory math groups, etc. Summative Notes: Students benefitted from these groups by gaining skills in the targeted area in addition to gain more confidence as learners.
CL #14 - Seek support from multiple staff members 1) Identify specific supports that campus specialists, team/department leaders, and classroom teachers can provide for students who are not mastering grade level objectives. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies	Department Meetings Team Meeting CMIT Meetings ARD Meetings	Meeting notes ARD discussion Student Data	The campus identified specific support provided by the multiple staff members to help meet the students' needs within these groups. Formative Notes: The targeted intervention groups established to help meet student needs are writing academy, targeted tutorials, advisory math groups, etc. Summative Notes: Students benefitted from these groups by gaining skills in the targeted area in addition to gain more confidence as learners.

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
CL #14 - Seek support from parents 1) Identify specific supports that parents can provided for students who are not mastering grade level objectives. With a specific focus on the following: African American – Writing SPED – Reading, Math, Science & Social Studies	Department Meetings Team Meeting CMIT Meetings ARD Meetings	Meeting notes ARD discussion Student Data List of intervention	The campus identified specific support provided to parents to help meet the students' needs within these groups. Formative Notes: Student data, intervention list, teacher trade notes, etc.. Summative Notes: Students benefitted from these groups by gaining skills in the targeted area in addition to gain more confidence as learners.

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	Formative Notes: See Wellness Plan Summative Notes:
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	See Wellness Plan
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	See PE/Health Lesson Plans
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	Notices posted throughout the building
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	See Campus Communication Plan
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	See team meeting notes
4 th & 7 th	Ensure all data for 3 rd - 8 th 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	Data entered into the system

Applicable Students	Action Step	Project Lead	Staff/Resources	Formative & Summative Notes (Evidence of Implementation and Impact)
	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 provide by P.E./Fitness Teacher	See master schedule and PE lesson plans
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	See PE lesson plans
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	See PE lesson plans
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	
	ATTENDANCE:			
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	See attendance records

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:			
	Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/survey	Formative Notes: HMS student management plan (Schoolwide PBIS) Summative Notes:
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	HMS student management plan (Schoolwide PBIS)
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook, Campus Handbook	HMS student management plan (Schoolwide PBIS)
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	My Learning Plan Sign – In Sheet
	Review referral process.	Principal or designee	Campus referral plan	My Learning Plan Sign – In Sheet
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	HMS student management plan (Schoolwide PBIS)
	Implement campus referral plan.	Principal or designee	Campus Referral Plan	HMS student management plan (Schoolwide PBIS)
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	HMS student management plan (Schoolwide PBIS)

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.	Principal or designee	Code of Conduct/ Student-Parent Handbook	HMS student management plan (Schoolwide PBIS)
	Monitor high risk areas.	All staff	Schedule (if necessary)	HMS student management plan (Schoolwide PBIS)
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	HMS student management plan (Schoolwide PBIS)
All Students	INTERVENTION:			
			(Please complete cells below)	
	Apply classroom interventions.	All teachers	Campus and Classroom management plan	HMS student management plan (Schoolwide PBIS)
	Employ discipline interventions.	Designated staff	Campus discipline intervention documentation	HMS student management plan (Schoolwide PBIS)
	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	RTI Level 2 RTI Level 3	AVID strategies utilized ID: I Define Program Schoolwide PBIS
	Conference with parents/students.	Teachers or other staff	Conference Notes	See conference notes

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	Lisa Long , Adrienne Hunter, Mark Wilczynski, Leadership Team	August 2017, as the need arises Communication Plan: eNews, smore, phone calling system	Formative Notes: HMS communication plan Summative Notes:
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	Lisa Long , Adrienne Hunter, Mark Wilczynski, Leadership Team, Teachers	August 2017, as the need arises	HMS communication plan
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Lisa Long , Adrienne Hunter, Mark Wilczynski	August 2017, as the need arises	HMS communication plan HMS Website
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Lisa Long , Adrienne Hunter, Mark Wilczynski	Weekly from August 2017 – June 2018 Communication Plan: eNews,	HMS communication plan
Utilize social media to keep parents and community informed. Funding source: State and Local	Lisa Long , Adrienne Hunter, Mark Wilczynski, Leadership Team, Teachers	August 2017 – June 2018 Communication Plan	Facebook Instagram Remind 101
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Lisa Long , Adrienne Hunter, Mark Wilczynski	Monthly meetings starting August 2017	PTA meeting agendas and minutes
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Lisa Long , Adrienne Hunter, Mark Wilczynski	Various dates and programs throughout the year	HMS site calendar and PTA calendar

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)
Middle school counselors deliver guidance lessons that support and promote the learning process. Title I Components: 7 Funding Sources: State and Local			Formative Notes: Summative Notes:
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			
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			
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local			

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	Formative Notes: Summative Notes:
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	
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	
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 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	