



Plano ISD

Campus Improvement Plan: 2017-2018

School Based Improvement Committee

Murphy Middle School

Principal: **Matthew Conrad**

Mission Statement:

Murphy Middle School will cultivate a supportive environment as our students pursue their social, emotional, and cognitive potential with resilience and perseverance in the face of life's challenges.

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): **Monday, September 25, 2017**
- Meeting 2: Progress monitoring and review of strategic plan (by February 6, 2018): **Monday, January 22, 2018**
- Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals (by June 8, 2018): **Wednesday, June 06, 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	<u>Recruit</u>, <u>support</u>, and <u>retain</u> Teachers and Principals	Goal 3	Connect high school to <u>career</u> and <u>college</u>
Goal 2	Build a <u>foundation</u> of <u>reading</u> and <u>mathematics</u>	Goal 4	<u>Improve</u> 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
Kathleen Good	Faculty Member		X		X
Elizabeth Edenkrans	Faculty Member		X	X	X
Tina Pilgrim	Faculty Member		X		
Melissa Allcorn	Faculty Member		X	X	X
Tarah Clark	Faculty Member		X	X	X
Emily Schmidt	Faculty Member, Special Ed	X			
Matthew Conrad	Principal		X		X
Bill McClaughlin	District Professional				
Debbie Bowen	Campus Professional, Non-teaching	X	X	X	X
Brittany Lee-Davis	Support Staff Member	X	X	X	
Carol Ann Waid	Parent-Selected by PTA	X	X	X	
Mary Ellen Hartman	Parent-Selected by Principal	X			
Tejin Lakdawala	Parent	X	X		
Tasha McIntosh	Parent	X	X	X	
Ian McIntosh	Parent	X	X	X	
Amy Swanner	Community Member	X		X	
Deidre O'Neal	Community Member	X	X	X	
Katrina Tadeja	Business Representative				
Jennifer Ryan	Business Representative	X			
Giang Nee	Ad Hoc Member ^{Optional}	X	X	X	

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. Study and use the district's written curriculum to plan all instruction. PPPA CL1

2. Collaborate as a primary means for improving instruction. PPA CL 4

3. Use targeted interventions or adjustments to address learning needs of students. PPPA CL 13, 14

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: Study and use the district's written curriculum to plan all instruction. (BP 1)

Project Lead:	Matt Conrad, Jeff McDonnell, Tina Ware						
Staff, Title I Staff:	Team Leads						
Materials and Resources:	District curriculum, TEKS						
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 <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
Explain the district's written curriculum <ul style="list-style-type: none"> Teams will work effectively in sequencing lessons 	Admin will attend team and department meetings, Curricular Department team meetings twice each nine weeks	Weekly admin discussions covering walkthroughs, Department team meeting notes	<u>ENGLISH</u> : Regularly scheduled planning meetings for all grade levels to coordinate lesson planning <u>MATH</u> : Weekly, sometimes daily, meetings for all grade levels to use district curriculum to plan for instruction <u>SCIENCE</u> : Each grade level was provided a sub day to plan, evaluate lessons & unit tests and peer observations of other Science teachers and their classes
Explain mastery level for all learning objectives <ul style="list-style-type: none"> Teachers will analyze student assessment data and address student deficiencies 	Weekly Walkthroughs by admin, Curricular Department team meetings twice each nine weeks	Department team meeting notes	<u>ENGLISH</u> : Use district planning day to meet as grade levels to match STAAR data and address deficiencies <u>MATH</u> : Teachers use student assessment data to make informed decisions about instruction <u>SCIENCE</u> : Each Science teacher will provide weekly tutoring before and after school for all students in all grade levels

Study the specific knowledge and skills to be tested <ul style="list-style-type: none"> Team leaders will stay updated with changes to district curriculum and state standards 	Curricular Department team meetings twice each nine weeks	Department team meeting notes	<p><u>ENGLISH</u>: Department chair printed 2017 TEKS, matched them to old TEKS and cross-checked with district curriculum</p> <p><u>MATH</u>: Teachers pull current district curriculum from the curriculum drive each unit (this information is updated each summer by the curriculum teams). Murphy has two teachers on the district curriculum teams who serve to further inform teachers of changes.</p>
Relate items on various assessments to learning objectives <ul style="list-style-type: none"> Teams will analyze student data and adjust lessons accordingly 	Curricular Department team meetings twice each nine weeks Teachers will collaborate weekly/daily as needed	Department team meeting notes	<p><u>ENGLISH</u>: Use STAAR data to extend and develop lessons for student deficiencies</p> <p><u>MATH</u>: Teams used student data to make decisions about instruction and curriculum in team and department meetings.</p>

Critical Action 2

Critical Action: Collaborate as a primary means for improving instruction. (BP 4)

Project Lead:	Matt Conrad, Jeff McDonnell, Tina Ware						
Staff, Title I Staff:	All staff						
Materials and Resources:	District curriculum,						
Targeted Area:	School Wide	<input type="checkbox"/> Reading	<input type="checkbox"/> Writing	<input type="checkbox"/> ELA	Mathematics	<input type="checkbox"/> Science	<input type="checkbox"/> Social Studies or:

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
Analyze learning objectives as a team <ul style="list-style-type: none"> Teachers regularly meet in grade-level and subject area teams to analyze academic objectives in the district's curriculum 	Teams meet every week	Team meeting notes	<p><u>ENGLISH</u>: Regularly scheduled planning meetings for all grade levels to coordinate lesson planning</p> <p><u>MATH</u>: Weekly, sometimes daily, meetings for all grade levels to use district curriculum to plan for instruction</p> <p><u>SCIENCE</u>: Eighth grade teachers will be provided another sub day to plan and observe High School teachers for vertical alignment</p>
Develop, review, or refine lessons as a team	Teams meet every week Planning pull out day during fall semester	Lesson Plans Team Meeting Notes	<p><u>ENGLISH</u>: Regularly scheduled planning meetings for all grade levels to coordinate lesson planning</p> <p><u>MATH</u>: Weekly, sometimes daily, meetings for all grade levels to use district curriculum to plan for instruction</p> <p><u>SCIENCE</u>: Eighth grade teachers will be provided another sub day to plan and observe High School teachers for vertical alignment</p>

Study student work or assessment results as a team	Weekly at grade level team and each grading period for department meetings Pull out day for planning	Lesson plans Meeting notes	<u>ENGLISH</u> : Regularly scheduled planning meetings for all grade levels to coordinate lesson planning <u>MATH</u> : Weekly, sometimes daily, meetings for all grade levels to use district curriculum to plan for instruction
Collaborate with vertical teams	Monthly Department Meetings Pull out day	Meeting Notes	<u>ENGLISH</u> : Teachers and teams met on the district planning day provided to collaborate with each other by grade level. <u>SCIENCE</u> : Eighth grade teachers will be provided another sub day to plan and observe High School teachers for vertical alignment
Share materials and instructional strategies as a team Discuss classroom difficulties and solutions as a team	Weekly Team Meetings	Meeting Notes	<u>ENGLISH</u> : Regularly scheduled planning meetings for all grade levels to coordinate lesson planning <u>MATH</u> : Weekly, sometimes daily, meetings for all grade levels to use district curriculum to plan for instruction

Critical Action 3

Critical Action: Use targeted interventions or adjustments to address learning needs of students.

Project Lead:	Matt Conrad, Jeff McDonnell, Tina Ware						
Staff, Title I Staff:	All teachers						
Materials and Resources:	State and local assessments						
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 3:

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
Train and use peer tutors to support student learning	Ongoing	Homework hotspot attendance log	Formative Notes: Homework hotspot is provided to students every Tuesday and Thursday throughout the year using NJHS members as tutors.
Provide tutorials that target specific objectives	STAAR Tutorials Begin in February	Tutorial Logs and Lesson Plans	<u>SCIENCE</u> : Identified 8 th grade students who would benefit from an after school tutoring program (STAARburst) once a week for nine weeks, beginning in Feb. Students identified based on MAP scores and input from the eighth grade Science teachers Tutoring will be done for an hour after school, each MMS Science teacher will lead a tutoring session based on the Science TEKS and provide a hands-on lesson
Seek support from team members to assist students performing below grade level	Weekly planning meetings	Meeting Notes	Formative Notes: <u>ENGLISH</u> : Regularly scheduled planning meetings for all grade levels to coordinate lesson planning <u>MATH</u> : Weekly, sometimes daily, meetings for all grade levels to use district curriculum to plan for instruction

Seek support from parents	Parent Conference Day, ARDS, 504 Meetings Ongoing	Meeting Notes, Actions Plans, 504 Plans and IEP	All departments: Conferences as needed, 504, phone calls, emails, etc.
Seek support from multiple staff members	Grad Level Meetings- 6 per semester	Meeting Notes	All departments: Include Sped, counseling, 504 in grade level meetings

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:	Matt Conrad, Jeff McDonnell, Tina Ware						
Staff, Title I Staff:	Special Ed Team Lead, Special Ed ELA Teachers, ELA Department Chair						
Materials and Resources:	STAAR Gap Analysis						
Targeted Area:	<input 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 : Special Education

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
SW #17 - Proactively develop intervention plans for students performing below grade level ● APEX writing strategies will be used during tutorials	Daily	Monday through Thursday during tutorial times	Formative Notes: APEX writing was to be used for helping students with language acquisition and help on high stakes exams Summative Notes: This was not utilized during the school year. Tutorial sessions were more focused on subject area content as this was identified as where they were struggling most.
SW #17 - Provide proactive support for students performing below grade level	Daily	Monday through Thursday during tutorial times	All SPED teachers were available Monday - Thursday for student support. Homework Hotspot was available on Tuesdays with NJHS peer student assistance.
SW #17 - Provide academic support aligned with the district curriculum			
SW #17 - Evaluate the effectiveness of student interventions	Monitor daily	View student grades and work via Pinnacle and case managers	Case managers and department head would review student grades and assessments
CL #13 - Provide tutorials that target specific objectives	Daily	Monday through Thursday during tutorial times	Content area SPED teachers provided tutorials to students on a daily basis

CL #13 - Train and use peer tutors to support student	Weekly	Tuesdays through Homework Hotspot	Homework Hotspot was available on Tuesdays with NJHS peer student assistance.
CL #14 - Seek support from team members to assist students performing below grade level	Each week for team meetings Collaborate with the Academic Specialist monthly	The SPED team lead would attend grade level team meetings each week, agenda includes SPED, 504/SPED/CMIT paperwork	SPED information was offered and acknowledged throughout meetings
CL #14 - Seek support from multiple staff members	Daily	Academic specialist, SPED dept head, case managers, administration, gen ed teachers meeting and conferencing on a continual basis	Team meetings included admin, SPED and academic specialist, case managers conversed and emailed gen ed staff and admin, admin attended SPED meetings as often as possible
CL #14 - Seek support from parents	Monthly	Support from parents in ARD meetings and parent teacher conferences	ARD meetings discussed/reviewed student behaviors, academics, and high stakes assessments.

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: Campus Wellness Team includes: Deanna Reed (Captain), Amber Ramos- food services, Jeff McDonnell- Admin, Joan Boswell- Nurse, Amy Hemphill- parent, Brittany Vice- teacher Campus Wellness Team- Meeting 12/11/17 * Discussed healthy alternatives at lunch- announcements made to students about choosing healthy options * Glo Run Dates discussed * Harvest options in the cafeteria each month Summative Notes: Wellness team met three times during the year. 12/11/18, 1/23/18 ,4/23/18
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain- Deanna Reed	Campus Wellness Plan	Parent Member- Amy Hemphill
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	Designated J102 as Health Room
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	The bulletin board located in the gym hall where visible to all students, staff, and parents attending events in the gym or attending class.
K-8	Notify parents/community members of Family Wellness Nights/Health Fairs through use of	Campus Wellness Captain- Deanna	Campus Wellness Plan	<ul style="list-style-type: none"> Information about Glo Run distributed in ENews

	marquee, newsletter, web page, and/or myPISD.	Reed/Assistant Principal-Jeff McDonnell		<ul style="list-style-type: none"> Information about healthy cafeteria options distributed in ENews Enews, webpage, and marquee used to advertise events
	FITNESS:			
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fitness Assessments performed as required by district
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	Completed by Coach Ragsdale
	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	Required minutes of activity achieved through PE classes.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Accomplished through PE classes.
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	Provided through district curriculum and TEKS.
K-5	Ensure students are receiving daily unstructured play during recess.	Principal	Master Schedule, Staff Supervising Schedule	Accomplished through PE classes.
K-5	Encourage opportunities for brain breaks and short activity breaks throughout the day.	Principal	Resources available upon request	Accomplished through PE classes.
	ATTENDANCE:			

K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Tina Ware and Maria Getchell tracked attendance at regular intervals.
-----	---	-----------	----------------------------	---

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	Grant Haliburton provided suicide training, cyberbullying and suicide guidance for students and staff, Unity Day All staff attended the training from Haliburton. Students heard the information through Social Studies classes.
	Monitor high risk areas.	Principal Designee	Staff assignments/schedule	Counselors continued to work with students in counseling sessions, submitted information to parents as needed, and visited classrooms regularly.
	Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Hold students accountable and educate students through campus student management procedures.
Staff	EDUCATION:			
	Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/PowerPoint	Grant Haliburton provided suicide training, cyberbullying and suicide guidance for students and staff, Unity Day
	Review referral process.	Principal or designee	Campus referral plan	Administration assessed the referral process at the beginning of the school year and mid year to determine whether the most effective system was in place. Teacher feedback was also accepted.
Staff	INTERVENTION:			
	Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	Campus Intervention process reviewed with staff during inservice week

	Implement campus referral plan.	Principal or designee	Campus Referral Plan	The campus referral plan was implemented through the use of parent phone calls and conferences, teacher parent conferences, through use of Google forms for referrals, and also with the help of counselors for student behavior support.
	Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Campus discipline management strategies used include: restorative circles, education modules, referrals, and detentions

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	Student handbook created and followed.
	Monitor high risk areas.	All staff	Schedule (if necessary)	Monitored throughout the year.
All Students	EDUCATION:			
	Explain referral process/contacts.	All teachers	Referral Plan	Referral process explained in August and revisited as needed.
All Students	INTERVENTION:			
	(Please complete cells below)			
	Apply classroom interventions.	All teachers	Campus Discipline Plan	Classroom interventions employed by teachers throughout the year.
	Employ discipline interventions.	Designated staff	Campus Discipline Plan	Discipline interventions employed by teachers and admin throughout the year.

	Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Campus Unity Day	Strategies were implemented as needed
	Conference with parents/students.	Teachers or other staff	Team meeting agendas, Office referral data	Conferences with parents and students held as needed.

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:

Home program	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	Counselors, CTA, Attendance Clerk, Receptionist	Maverick March, Open House events at beginning of school year as well as ongoing monitoring throughout school year	Student Schedules only viewable through Parent Portal after proper registration
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, Teachers	Counselors and Teachers monitor throughout the school year	Computers at Home program publicized. Students who may need to utilize the program were identified and refereed by counselors and teachers.
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	CTA	Weekly	John Gnw regularly updated our school website
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administration, Receptionist	Weekly	Jeff McDonnell sent out a weekly eNews edition every week
Utilize social media to keep parents and community informed. Funding source: State and Local	Tina Ware	Weekly and as needed	Twitter, Remind, School Messenger was utilized to keep parents and community informed.
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Matt Conrad	Monthly	Regular meetings were held with Mr. Conrad and PTA representatives
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local	Administration	One parent program per semester	Parent programs were offered in both the Fall and the Spring- for both students and parents

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	Counseling staff	4 visits to classrooms during the school year	Counselors went to classrooms twice in the fall and twice in the spring to deliver lessons on bullying, self harm and self care.
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	Counseling staff	3 visits to classrooms	Grant Haliburton Foundation in partnership with MMS counselors delivered lessons on bullying and suicide.
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	Counseling staff	Academic Conferences held in February	All 8th students participated in an academic conference along with completing their Naviance. 6th and 7th grade student did career explorations and college searches through Naviance.
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	Counseling staff	High School Course Meetings	High school counselors came to MMS to explain courses. 8th graders were invited to McMillen HS to learn about high school courses.

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 source: State and Local	August 2017 to May 2018	
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	MMS administrators attended the Plano Job Fair
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	MMS hosted 4 student teachers this school year.
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	MMS conducted back to school professional development for all staff and also conducted seven after school mandatory professional development sessions.
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	