



Plano Independent School District Campus Improvement Plan

McMillen High School

750 N Murphy Road

Plano, TX 75094

2018-2019

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Vision and Mission Statements for District and Campus

Plano ISD Vision Statement

Plano ISD schools empower students to be able to adapt to new learning and career opportunities throughout their lives, collaborate with, and contribute to, the global community and to be disciplined and creative in their thinking.

Plano ISD Mission Statement

The mission of the Plano Independent School District is to provide an excellent education for each student.

District Goals

Plano ISD has two major ongoing district goals:

- Ensure continued improvement in student learning.
- Ensure efficient use of resources.

Campus Mission Statement

McMillen High School: A positive environment where we motivate, encourage and empower all students to take ownership of their academic and personal growth.

Campus Information

Administration Team

Principal, Brian Lyons

Assistant Principal, Brittany Drake

Assistant Principal, Tracie Langford

Assistant Principal, Eric Lockett

About Us

Like the other five Plano Independent School District 9-10 high schools, McMillen offers a Humanities class for gifted-and-talented (GT) students as a continuation from the elementary school and middle school PACE (Plano Academic Creative Education) program. Humanities is a one-period class that students take for two years. Though both 9th and 10th grade students are sitting in the same classroom and learning the same content, 9th grade students earn a Pre-AP English I credit (4.5 GPA) and 10th grade students earn an AP World History credit (5.0 GPA). The Humanities course curriculum follows the AP World History course but is split between two years (Humanities I and Humanities II). In addition to the AP courses McMillen High School offers, the campus also has a range of On-Level and Pre-AP (Honors) courses for students to choose from, as well as various electives such as Advancement Via Individual Determination (AVID), Peer Assistance and Leadership (PALs), fine arts, art, engineering, and computer technology. McMillen students can choose from a variety of foreign language classes, including Spanish, French, German, Latin (available online), Chinese, and American Sign Language. The foreign language rooms boast high-tech language learning labs for students to practice speaking.

McMillen students have won numerous awards for their excellence in athletics, community service, speech and debate, fine arts, and other programs throughout the school. The National Honor Society at C.A. McMillen High School is one of the city's largest volunteer organizations, with more than 22,000 service hours accumulated in its brief eight-year history. Sophomore students can become Candidates for Induction, and by completing requirements throughout their sophomore year, become Members at the Induction Ceremony in May.

The McMillen Lions compete in the following sports:

Baseball

Basketball

Drill Team (the McMillen Dazzlers)

Football

Soccer

Tennis
Volleyball
Wrestling

Athletes in select sports, such as swimming, must travel to Plano East Senior High School to compete. Students with stellar athletic ability may choose to compete with the Plano East athletic teams instead of with the McMillen athletic teams.

Music programs

McMillen offers Band, Orchestra and Choir classes. The band is under the direction of Christopher Brown, and Lindsay Barnhill. The choir is under the direction of Nicholas Blaine, and the orchestra is under the direction by Maria Lewis Rohr.

The bands, orchestras, and choirs perform in University Interscholastic League (UIL) festivals, as well as local music contests, such as the Choice Music Events. All the music programs (band, choir, and orchestra) send many students to the All-Region events each year. Each program also routinely earns University Interscholastic League (UIL) Sweepstakes Awards, the highest rating awarded at the annual Texas UIL large group competition. McMillen also hosts the Plano Independent School District East Cluster Solo & Ensemble Festival each spring for orchestra students.

Campus Status

X Non-Title I Campus

Title I School-wide Campus

Site-Based Improvement Committee Meeting Dates

Meeting 1: SBIC approves the improvement plan – 09/25/2018 06:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 11/07/2018 08:00 am

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/22/2019 06:00 pm

State Goals and Objectives

The State of Texas Public Education Mission

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Objectives

Objective #1 - Parents will be full partners with educators in the education of their children.

Objective #2 - Students will be encouraged and challenged to meet their full educational potential.

Objective #3 - Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4 - A well-balanced and appropriate curriculum will be provided to all students.

Objective #5 - Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6 - The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7 - School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8 - Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9 - Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA Strategic Priorities

Goal #1 - **Recruit, support, and retain** Teachers and Principals.

Goal #2 - Build a **foundation** of **reading** and **mathematics**.

Goal #3 - Connect high school to **career** and **college**.

Goal #4 - **Improve** low-performing schools.

Information regarding the TEA Strategic Plan may be accessed here: http://tea.texas.gov/About_TEA/Welcome_and_Overview/TEA_Strategic_Plan/

Site-Based Improvement Committee Members

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Lorriane Seawright	Faculty Member		X	X	
Trang Nguyen	Faculty Member		X	X	
Veronica Godrey	Faculty Member		X	X	
Stratton Brown	Faculty Member		X	X	
Michael Lloyd	Faculty Member		X	X	
Kamden Kneisel	Faculty Member, Special Ed		X	X	
Brian Lyons	Principal		X	X	X
JD Dearing	District Professional				
Patricia Campos	Campus Professional, Non-teaching			X	
Giselle Czopyk	Support Staff Member			X	
Ami Phillips	Parent-Selected by Principal	x	X		
Susy Gully	Parent				X
Jill Lambouses	Parent		X		X
Sreelatha Pillai	Parent				
Ginger Wilson	Parent				
Marvin Williams	Community Member				X
Jennifer Berthiaume	Community Member	x			
Rick Rusnowski	Business Representative	x			
Tyler Hunter	Student	x			
Klarke Pipkin	Student	x			
Rhonda Kurtz	Faculty Member				X

McMillen High School – 2018-2019 Campus Improvement Plan

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Susan Rice	Parent				X
Scott Bratcher	Parent				X

State Compensatory Education Program Information

Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school. The purpose of the PISD State Compensatory Education (SCE) program is to supplement the regular or basic education program with compensatory, intensive, and/or accelerated instruction. The goal of Plano ISD’s compensatory education program is to reduce any disparity in performance on assessments or in rates of high school completion between students at risk of dropping out of school and all other district students. Funding allocated for compensatory education programs and/or services is based on the number of educationally disadvantaged students in a district. The number of educationally disadvantaged students is determined by averaging the highest six months of student enrollment in the National School Lunch Program (NSLP) for free or reduced-price lunches or in the School Breakfast Program (SBP) for the prior federal fiscal year. The state’s eligibility criteria for identifying students at risk of dropping out of school include a student who is under the 21 years of age and who:

1. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. was not advanced from one grade level to the next for one or more school years;
4. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

SCE Program Funding

SCE Total	\$71,221.02	State Compensatory Ed funds allocated for allowable supplemental resources and one staff.
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Comprehensive Needs Assessment Summary

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	We are able to review data across demographic areas, and correlate student success within various population areas. We offer programs to support at-risk populations (CIS, F&R, KEYSS, AVID, SPED/504, C2E)	Communicating with students and their families in order to ensure they have a clear understanding of the programs that the campus has to offer students. Also exposing them to the importance of education, continuing education, etc.)	Advertisement and targeted recruitment of students for campus initiatives
Student Achievement	Students scores at approaching & meets levels: equal to or higher than district scores, even Reading. Math scores are rising In comparing McMillen to the district in 2017, these were the following strengths: APPROACHES: Science was 7% above district MEET STANDARD:	Our scores at Maters Level drop for almost ALL subjects. Scores at ALL Levels dropped some from 2016-2017 At Progress/Growth Level we are 55% to District 66% (ALL subjects!) APPROACHES: Reading 3% behind district Math7% behind district	At both the approaches and level...Math is a priortiy. At the masters level...Reading is a priority.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
	<p>Math gained 12% from 2016 to 2017 Science was 14 % ahead of the district Reading 5% ahead of district</p> <p>MASTERS: Science was 3% ahead of the district</p>	<p>MEET STANDARD: Math 1% behind district</p> <p>MASTERS: Reading 18% behind of the district Math 15% behind the district</p>	
School Culture and Climate	<p>Administration communication to parents and students Student Recognition: Heart of a Lion, Award Ceremony Teacher support within departments Caring and dedicated admin, staff, teachers, and students Diversity is embraced Kids feel safe expressing themselves Many opportunities for student involvement in different clubs and organizations</p>	<p>Clear and consistent communication from admin to teachers Teacher recognition: Heart of a Lion, Teacher of the Month Student to teacher respect outside classroom and visa versa (modeling behavior) Teacher initiative monitoring students outside the classroom and enforcing standards Monitoring during Lion’s lunch and passing periods Encourage more student involvement of minorities in organizations</p>	<p>Consistency with expectations- students need to know boundaries</p>
Staff Quality/ Professional Development	<p>Staff Content Knowledge Low turnover Screening and input from current staff when hiring new employees</p>	<p>Interviewing and filling vacancies earlier Department representation at job fairs Positive and caring climate/morale</p>	<p>Identify struggling or unhappy staff members as soon as possible Consistency and compromise</p>

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Curriculum, Instruction, Assessment	Curriculum is aligned with TEKS and resources are available Easily accessible	Pacing Student Engagement Differentiation Varied Assessment	Strategies to increase student engagement
Family and Community Involvement	We use e-news, remind 101, multicultural night, award ceremonies, Lions Camp, teacher/parent night. Fine arts have performed at retirement homes, art makes cards to distribute to residents of retirement homes Donation drives have been successful	Parent involvement in after school events (fine arts performances, athletic events) Teacher involvement in after school events Teacher involvement at PTA meetings Social opportunities for staff	Parent involvement of lower performing students
School Context and Organization	We work and plan well together in both horizontal and vertical alignment. Support, collaboration, technology integration, and best instructional practices are also among our strong points. We also exhibit emotional support and care and concern for our students on a daily basis.	We can grow in the areas of sharing our most powerful teaching strategies to create more effective and uniform department/school-wide practices.	It should be a priority to foster more collaborative relationships with parents and other community stakeholders to partner in growing our students academically and personally.
Technology	1:1 Chromebooks	Teachers knowing and utilizing Google Classroom and other educational apps Teachers using REMIND	Teachers knowing how to use the Topic option in Google Classroom, create an assignment with the “make a copy for each student,” and how to create assignments that scaffold for students individual needs (IEP, ELL, struggling

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
			student) in Google Classroom and Pinnacle.

Critical Action #1

Problem Statement	Clear and consistent communication to teachers with respect to campus practices and polices from the campus leadership, which includes department chairs, team leaders and campus administration.
Root Cause and Strategy	We will address the need to have clear and consistent communication by establishing campus communications norms and method to communicate vital information that is pertinent to both faculty, staff and students.
Goal	To improve campus communication in an effort to eliminate uncertainty of rules, policies and procedures
Project Lead	Principals, Department Chairs and Team Leaders
Staff, Title I Staff	Principal, Department Chairs, Team Leaders
Materials and Resources	Chromebooks, Remind, Various District Communication Technology Platforms

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Utilize and modify an internal campus website.	Google		0.00	August 2018-September 2018	Updated Campus News	Increase accurate communication Increase teacher accessibility	On Track to Make Progress We surveyed teachers on preferred communication	Some Progress We decided to communicate with students via announcements with a QR code. Teachers received weekly Monday "memos" and communication via Remind.	Some Progress Continued to communicate with students via announcements with a QR code. Teachers received weekly Monday "memos" and communication via Remind.

Critical Action #2

Problem Statement	More than half of students that did not meet standard on the STAAR Assessment were students who received special education services and/or received some documented form of academic accommodation in all tested areas.
Root Cause and Strategy	Many of the modifications that students are provided during the school year to help demonstrate mastery are not available or allowed on the STAAR Assessment.
Goal	Provide teachers with differentiated instructional strategies that will yield a year's growth of academic achievement for students with documented learning disabilities.
Project Lead	Principals, Special Education Department Chair, Teachers
Staff, Title I Staff	Principals, Special Education Department Chair, Teachers
Materials and Resources	Edugence, Curriculum Coordinators, Assessment and Accountability Department

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Utilize resource and applied teachers as co-teachers with general education teachers.				July 2018-August 2018	Master Schedule	An increase in individual student academic performance on STAAR and non STAAR assessments	On Track to Make Progress With master schedule, our applied teachers were given the same common planning with their general education colleagues teaching the same content.	Some Progress Science was the only course which allowed for co-teaching to occur.	Some Progress Science was the only course which allowed for co-teaching to occur
Create/ finalize a master schedule that will allow for common planning period for general and special education teachers in tested areas.				Aug 2018	Master Schedule	An increase in individual student academic performance on STAAR and non STAAR assessments	Significant Progress With master schedule, our applied teachers were given the same common planning with their general education colleagues teaching the same content.	Significant Progress Teachers from both general and special education were able to take advantage of common planning and extending planning opportunities across the for core teaching areas.	Significant Progress Teachers from both general and special education were able to take advantage of common planning and extending planning opportunities across the for core teaching areas.

Critical Action #3

Problem Statement	The percentage of students "Meets" Biology and English performance standards below the district average.
Root Cause and Strategy	Develop a systematic approach that will allow students to access interventions offered during block lunch.
Goal	Increase the percentage of students that "Meets" performance standards in the core tested areas.
Project Lead	Department Chairs, Team Leaders Administrators
Staff, Title I Staff	Department Chairs, Team Leaders Administrators
Materials and Resources	District Curriculum Coordinators and Specialists

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Establish a campus-wide tutorial program to address learning gaps in core tested areas.				Sept. 6- May 31	Tutorial Schedule PLC Agendas Data Collection	Increase the number of students demonstrating mastery	On Track to Make Progress Establish a list of targeted students that were 2-4 questions away from passing STAAR	Significant Progress Each tested area developed a remediation plan for targeted students in each of the tested areas	Significant Progress Each tested area developed a remediation plan for targeted students in each of the tested areas
Develop common benchmark assessments along with remediation plan for unsuccessful students.				Sept-May	PLC Agendas Student Data Item Analysis	Early identification of students unsuccessful on formative assessments	Some Progress English utilized released test to serve as their benchmarks assessments.	Some Progress Only English utilized released test to serve as their benchmarks assessments.	Some Progress Only English utilized released test to serve as their benchmarks assessments.

Critical Action #4

Problem Statement	Feedback gather from surveys indicates teachers would appreciate more opportunities to share feedback and more team building experiences to boost morale.
Root Cause and Strategy	Leadership team members are not as visible and more enough staff appreciation gestures could be done more often.
Goal	Establish a campus culture committee to help identify areas or growth that may have an impact on campus morale
Project Lead	Administrators
Staff, Title I Staff	Principals
Materials and Resources	Google Survey Platforms, Quality Control Surveys

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Solicit volunteers to serve on the Campus Culture Committee				July 30	Meeting Notes	Select 3-5 staff members	Some Progress Three staff members volunteered to serve on the committee prior to the 2018-2019 school year.	No Progress Only one volunteer committed to the committee when the year began	Some Progress A survey was done to solicit input on creating a campus student/parent handbook
Conduct Committee meetings monthly				1st week of each month	Meeting Agenda	Gather real-time and current feedback that impact campus morale or work environment	Some Progress Meetings took place every after the first nine weeks	Significant Progress After November, meetings took place monthly along with staff surveys	Significant Progress After November, meetings took place monthly along with staff surveys
Survey faculty and staff at 1-2 times per month to address strengths, areas or growth and priorities				2nd and 4th week of each month	Survey Results	Celebrate strengths, identify and target areas of growth that will improve the work environment and morale	Some Progress Surveys were submitted through Google Docs and/forms every 6-8 weeks.	Some Progress Surveys were submitted through Google Docs and/forms every 6-8 weeks	Some Progress Surveys were submitted through Google Docs and/forms every 6-8 weeks
Share survey results with staff.				1st and 3rd week of each month	Campus Newsletter	Transparency	Significant Progress All surveys results were shared with staff	Significant Progress All surveys results were shared with staff	Significant Progress All surveys results were shared with staff

Critical Action #5

Problem Statement	Our campus and PTSA has received reports that some communication is not being received by parents and the community.
Root Cause and Strategy	Communication to parents takes place once a week, via eNews, but not all parents receive eNews. The principal parent newsletter is sent via email once a month.
Goal	To increase parent and community awareness of campus activities throughout the week, month and year.
Project Lead	Principal
Staff, Title I Staff	Principal and Faculty
Materials and Resources	eNews, Remind, School Messenger

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term
Establish a Remind communication account for parents.				July 2018	Remind Parent Account	Allow parents to have direct access to school information and direct communication with the campus principal	Some Progress parents received communication via Remind when there was a campus disruption that impacted the entire campus.	Significant Progress Communication regarding the "state of the campus was sent once a month.	Significant Progress Communication regarding the "state of the campus was sent once a month.
Utilize a static QR code or link to communicate weekly student announcements				August 2018	QR Code and Link	Parents will have access to student announcements weekly throughout the year.	Significant Progress The student announcements that can be accessed by QR code was included each week in our eNews.	Significant Progress The student announcements that can be accessed by QR code was included each week in our eNews.	Significant Progress The student announcements that can be accessed by QR code was included each week in our eNews.

Violence Prevention and Bullying

VIOLENCE PREVENTION and discipline management programs must provide for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment and other forms of BULLYING in school, on school grounds and in school vehicles. (Required Action Steps per HB 283)

STAFF PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Identify high risk areas.	Principal/Admin Intern/Asst. Principal	Staff feedback/ survey	August 2018	significant progress	significant progress
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	September 2018	significant progress	significant progress
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2108	significant progress	significant progress

STAFF EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Participate in annual staff training on bullying/sexual harassment.	Principal or designee	Handouts/ PowerPoint	August 2018	significant progress	significant progress
Review referral process.	Principal or designee	Campus referral plan	August 2018	significant progress	significant progress

STAFF INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Establish recommended intervention strategies for classroom/campus.	Principal or designee (campus discipline staff)	Discipline Management Plan	August 2018	significant progress	significant progress
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	significant progress	significant progress

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	August 2018	significant progress	significant progress

STUDENT PREVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Clearly state student expectations/campus rules/citizenship.	Principal or designee	Code of Conduct/ Student-Parent Handbook	August 2018	significant progress	significant progress
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018	significant progress	significant progress

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Explain referral process/contacts.	All teachers	Referral Plan	August 2018	some progress	Significant progress

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers		August 2018	significant progress	significant progress
Employ discipline interventions.	Designated staff		August 2018	significant progress	significant progress
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors		August 2018	significant progress	significant progress
Conference with parents/students.	Teachers or other staff		August 2018	significant progress	significant progress

Parent Involvement

The campus will provide a program to encourage and increase participation of parents in regular, two-way and meaningful communication involving student academic learning and school activities.

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information.	Principal, Mary Long, Giselle Czopyk	eNews	August 2018	significant progress	significant progress
Identify parents without computer/internet access and offer assistance through the District Mobile Technology Lab for parent education and access.	Giselle Czopyk	Mobile Van Coordinator, Campus Registrar	August 2018	significant progress	significant progress
Upgrade and maintain the campus website for easy access and increased communication with the community.	Mary Long	District Technology	August 2018	significant progress	significant progress
Communicate information through eNews and through hard copies when internet access is not available.	Mary Long	District Technology	August 2018	some progress	significant progress
Utilize social media to keep parents and community informed.	Brian Lyons and Mary Long	Remind, District Technology	August 2018	significant progress	significant progress
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs.	Brian Lyons and Mary Long	Principal Monthly Parent Meetings	August 2018	significant progress	significant progress
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...).	Brian Lyons, Eric Lockett, Brittany Drake	Principal, Community Leaders, School Resource Officer	August 2018	significant progress	significant progress

Transition

The campus will assist students in making a successful transition between high school (grades 9 and 10) to senior high school (grades 11 and 12).

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Academic Conferences - Counselors meet with parents and students to monitor academic progress and work with students to achieve academic goals.	Lead Counselor	Counselors, Course Request, 504	February 2019	significant progress	significant progress
The campus guidance program includes the college admission process, college entrance exams, letters of recommendation, college financial planning nights, and other post-secondary plans.	Lead Counselors	Counselors, AVID Coordinator, PTSA	September 2018	on track	on track: We were able to coordinate a date with the PTSA for our annual parent night to go over college admissions and FASFA with PTSA this school year.
The campus will provide website links and offer hard copies for: PISD's University Ready Program; Naviance; and the College Board Website.	Lead Counselor	Counselor, eNews, district communication platforms, Remind	October 2018	some progress	Significant progress
The campus will provide information to Career Path Classes and certification information to students and parents.	Lead Counselor	Counselors, eNews, district communication platforms, Remind	October 2018	some progress	significant progress
The campus guidance program will include both parent and student programs that address the pressure and stress students face at school and at home. (i.e. suicide prevention)	Lead Counselor	Counselors	August-September 2018	some progress	significant progress

State Certified Teachers and Highly Qualified Paraprofessionals

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Local on-going high quality professional development based on campus needs or district identified needs is provided to all teachers in all core subject areas. by the Title I Component 4 and 5 Funding source: State and Local	Professional Learning Department, Curriculum Department, and Campus Administrators	District Special Education Department, District Technology Department,	August 2019	significant progress	significant progress