Plano Independent School District
Campus Improvement Plan

Haggard Middle School

2401 Westside Drive

Plano, TX 75075

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

Meet me where I am and take me places I have yet to go.

Campus Information

Administration Team

Principal, Shauna Koehne

Assistant Principal, Will Daniel

Assistant Principal, Linda Washington

About Us

Haggard Middle School was named after pioneer livestock dealer Clinton S. Haggard. Born in Kentucky in 1838, he came to Texas at the age of eighteen and married Nannie Kate Lunsford in 1859. Together they had nine children. Several of their children were educated at the Three-H Academy, which was constructed on Haggard property. Mr. Haggard had vast land holdings and invested in stock, horses, and mules. He fought during the Civil War. Haggard himself was one of the backers of the Add-Ran College, which is now Texas Christian University. Some of his descendants have also served on the PISD board.Haggard Middle School was completed in 1974 at a cost of $1.9 million with two additions, each in 1978 and 1995.

TEA Exemplary school (2009-10); U. S. Department of Education Blue Ribbon School of Excellence (1999-00); Texas Honor Orchestra; UIL Sweepstakes for orchestra, choir and band; regional science fair winners; Texas Successful School award; Texas Honor Band; Keep Plano Beautiful award; award for Academic Excellence from The National Center for Educational Accountability; TMEA Full Orchestra (2006); Readers Choice award; Plano Star Courier Best Public School in Plano (2007-08); undefeated City Champs speech team (2009-10); undefeated City Champs seventh-grade girls volleyball (2009-10); One Act Play winners (six consecutive years); First Division Sweepstakes State UIL Site Reading Festival; 2010 Exemplary Band Program award presented by the Texas Bandmasters' Association; Dallas Regional Science & Engineering Fair (DRSEF) first place prize and special awards (2013-16); Texas State Science & Engineering Fair (TXSEF) competitor; first place winners - Theatre UIL One-Act Play competition (2015-16)

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 – 10/25/2018

Meeting 2: Progress monitoring and review of strategic plan - 01/23/2018

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/07/2018

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
Rebecca Grant	Faculty Member	2018	X	X	X
Thomas Fulton	Faculty Member	2018	X	X	X
Andee Hirsch	Faculty Member	2018	X	X	X
Logan Miller	Faculty Member	2018	X	X	X
Emily deLarios	Faculty Member	2018	X	X	X
Blair Wentworth	Faculty Member, Special Ed	2018	X	X	X
Shauna Koehne	Principal	2018	X	X	X
Rhonda Gibson	District Professional	2018	X		
Linda Washington	Campus Professional, Non-teaching	2016	X	X	X
Lisa Strickland	Support Staff Member	2018	X	X	
Jolee Kempf	Parent-Selected by PTA	2017			
Fiona Fischer	Parent-Selected by Principal	2018			
Christina Patterson	Parent	2018			
Vanessa Garner	Parent	2018			
Jennifer Clinton	Parent	2018	X	X	
Carrie Weaver	Parent	2018	X	X	X
Lynn Jorgensen	Community Member	2018	X		
Wendi Taylor	Community Member	2018	X		
Steve MacMeeken	Business Representative	2018			
Jenna Burleson	Business Representative	2018			
Will Daniel	Campus Professional, Non-teaching	2017	X	X	X

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Ari Pereira	Campus Professional, Non-teaching	2017	X	X	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 1 staff.

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	Diverse population below the district average of economically disadvantaged students	disparity between ethnic groups relative to performance on standardized tests (science and social studies) diversity in non-academic courses	school and community outreach teacher training (feeder patterns, neighborhood)
Student Achievement	Teachers and staff are continuously supporting all students by offering tutorials multiple times per week, staff support is scheduled to optimize learning and resources, support staff is present in the classroom, offer "Power" classes	There is a gap between STAAR performance of economically disadvantaged students to non-economically disadvantaged students in all grade levels and all subjects	campus wide grading and correction policies that balance student learning, material retainment, teaching study skills, and time management
School Culture and Climate	Environment created is one where people can be themselves Collective growth mindset strong relationships between students, student and staff, and staff to staff	Community outreach increased sense off student/community responsibility increased opportunity for student leadership increase respect of all courses with regard to when students need to be pulled from class	student behavior/ character
Staff Quality/ Professional Development	High retention of teachers Diverse staff Low student/teacher ratio	Balanced class sizes Clear, consistent communication increase staff involvement in decisions	Clear, consistent communication increase staff involvement in decisions

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?
	80% of teachers have over 5 years of experience		
Curriculum, Instruction, Assessment	Collaborative teams align curriculum, instruction, and assessment to the state standards using the Understanding by Design model	21st century relevance (district-wide) more flexibility/teacher flex days to adapt curriculum as needed	incorporate more 21st century learning inclusion of technology with curriculum
Family and Community Involvement	Strong PTA that organizes a variety of programs, has a strong presence on campus, and "Adopt-a-teacher" support Caring teachers who communicate regularly with parents Campus support from local businesses Helpful and wonderful students that want to be involved	Clear, consistent, and timely communication with all staff and parents resources to accommodate a variety of languages with communication Programs and activities to involve more members of the family (watch DOGS, grandparent's night) Video announcements are difficult to hear Increase community performances (nursing homes, music concerts, athletics can go read to students at neighborhood elementary school, involve student council and NJHS more	increase parent attendance at Open House (provide dinner for $5, provide childcare) Family Game Night at school establish a uniform method of communication (parents get frustrated with 7 different Remind messages and 7 different google classrooms)
School Context and Organization	District provided PD ZAP program allows time for students who aren't performing at the level of their potential Using ZAP schedule to allow for content practice	Balanced class sizes Renovations to building to update carpet, desks, tile Split lunch is not effective	Increase communication between grade levels clear student expectations and teacher support of those expectations

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?
Technology	Programs/software for teachers to support student learning Collective place to reference student assessment history to support student learning	students need more access to software programs more training for teachers as needed streamlined communication - consistent for parents	students/teachers need access to chromebooks/technology daily

Critical Action #1

Problem Statement	Our students who are identified as economically disadvantaged do not currently perform at the same levels as their non-economically disadvantaged peers in the Approaches, Meets, and Masters Grade Level Standard categories in the following grade levels and subjects: 6th grade: Math 74% to 90% (Approaches), 46% to 69% (Meets), 20% to 35% (Masters); Reading 60% to 85% (Approaches), 28% to 63% (Meets), 13% to 34% (Masters) 7th grade: Math 75% to 94% (Approaches), 39% to 71% (Meets), 13% to 46% (Masters); Reading 67% to 90% (Approaches), 38% to 66% (Meets), 21% to 50% (Masters); Writing 67% to 89% (Approaches), 43% to 70% (Meets), 8% to 32% (Masters) 8th grade: Math 72% to 92% (Approaches), 40% to 69% (Meets); Reading 64% to 91% (Approaches), 34% to 63% (Meets), 25% to 38% (Masters); Science 68% to 93% (Approaches), 48% to 76% (Meets), 23% to 48% (Masters; Social Studies 65% to 91% Approaches), 42% to 66% (Meets), 25% to 49% (Masters)
Root Cause and Strategy	We will provide campus and district support through professional development opportunities and resources for teachers to learn how to utilize data to identify academic needs and ensure student growth. We will increase our commitment to student responsiveness by ensuring we have structures in place to support Social and Emotional Learning throughout our campus. We will improve our connections to parents, families, and community to foster more effective partnerships between school and home to better support our students.
Goal	Increase the percentage of economically disadvantaged students performing at the Approaches, Meets, and Masters Grade Level Standard levels to improve academic achievement and demonstrate growth for economically disadvantaged students across all curricular areas.
Project Lead	Campus Administrators and Counselors
Staff, Title I Staff	All Teachers, Department Chairs, Academic Support Specialists, and Instructional Assistants
Materials and Resources	TEKS, District Curriculum, Edugence Data, Pinnacle Gradebook, Social Emotional Learning Supports, Campus/District Resources

Haggard Middle School – 2018-2019 Campus Improvement Plan

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Provide Edugence training for all staff to better utilize data to identify student needs and address instructional practices to increase growth	Edugence Training for Professional Development			Fall 2018	MLP log

Team/Department meeting notes reflecting data analysis

Academic interventions resulting from data analysis | Effective instructional practices to address academic needs bases on data analysis

Student growth in targeted areas of need | Some Progress | On Track to Make Progress | Significant Progress
Staff attended training with ARPE staff on 1/15/2019 for Edugence, Semester Exam Data, and MAP data to examine student progress and performance. | |
| Provide training and resources to increase staff awareness, knowledge, and proficiency in supporting Social and Emotional Learning | SEL Training and Resources | | | Weekly | SEL training

SEL weekly lesson plans

Designated SEL class time weekly for every student | Increased student and staff engagement in SEL by decreasing conflicts and disruptions and increasing positive relationships and class/campus culture | Some Progress | On Track to Make Progress | Significant Progress
Staff attended SEL training as teams, departments, and full staff to learn strategies and gain knowledge and resources to support SEL efforts. | |
| Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement | Subject area tutorials before and after school and during lunch

ZAP schedule

Edugence/Pinnacle data | | | Weekly ZAP time and Tutorial time | Student attendance at tutorials

Student attendance at ZAP

Improved student grades

Fewer class failures

Increased student performance | Improved student performance, higher class passing rates, and a more positive campus climate and culture for student success | Some Progress | Some Progress | Significant Progress
Core departments developed plans to identify student academic needs/gaps, provided academic support, utilized tutorial time before and after school, and increased student achievement. | |

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Increase communication and connections with parents/families to increase student support, family engagement, and positive connections between home and school.	Phone calls Emails Parent conferences PTA connections eNews distribution School Messenger School Marquee School/PTA Social media			Weekly communication/outreach to students, parents, and community	Phone call logs Email history Conference notes Campus student and family events Weekly eNews School Messenger calls Social Media postings/invitations/publicity	Better connections and more positive relationships between home and school to better support student success through increase parent involvement and family engagement.	Some Progress	On Track to Make Progress	Some Progress Staff will continue to work to increase parent and family connections at Haggard. While communication efforts increased in some areas, teams, departments, etc. we still need to focus more efforts in this area.	

Critical Action #2

Problem Statement	The collaborative teams are operating at varying levels of autonomy compared to the Collaborative Teams that Transform PLC process (policies and practices).
Root Cause and Strategy	We will all support the need for teacher teams/departments to effectively address curricular planning, student assessment, classroom instruction, and student achievement/growth by ensuring that the PLC process is implemented consistently and with fidelity. We will set, support, and ensure consistent expectations for collaborative teams across our campus grade levels and departments.
Goal	Consistently encourage, model, and support the PLC process to increase teacher effectiveness, improve instructional practices, and positively and significantly impact student achievement.
Project Lead	Campus Administrators
Staff, Title I Staff	Teachers, Grade Level Team Leaders, Department Chairs, Academic Specialists, Counselors, and Administrators
Materials and Resources	PLC/Collaborative Team Training and Resources, TEKS, PISD Curriculum, Edugence, Eduphoria

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
Train staff on district PLC and Collaborative Team process through HRS work and resources.	Collaborative Teams That Transform book, High Reliability School framework materials		0	August 2018 Staff Inservice Ongoing monitoring and support for grade level team and departmental meetings	MLP log, HRS/PLC staff presentation Staff engaged in collaborative teaming.	Increased commitment to team planning that supports team goals, improved instruction, and increased student growth and performance.	Some Progress	Some Progress	On Track to Make Progress Staff attended PLC training during fall and spring semesters and implemented practices throughout the school year. This will continue to be an area of learning and growth for our teams and campus.	
Staff will participate in weekly/monthly grade level and/or departmental planning that is closely aligned with the				Weekly/Monthly collaborative team meetings	Team/Department meeting agendas and notes	Increased teacher and team effectiveness and engagement	Some Progress	Some Progress	Significant Progress Our staff made significant gains in our HRS/PLC work	

Action Step(s)	Resource Description	Type	Amount	Implementation Timelines	Implementation Evidence	Outcome	Monitoring Short Term	Monitoring Intermediate	Monitoring Long Term	Title I Schoolwide Components (Code by #)
PLC/Collaborative Teams process/framework.									this year. Team planning time was utilized, departmental pullout planning time was implemented, and our leadership team elected to move to departmental planning for 2019-2020 to increase PLC time and further support this work.	
Seek feedback from teachers and team leaders twice a year to assess the effectiveness of implementation of PLC/Collaborative Teams work on our campus.	Collaborative Teams That Transform Book, HRS framework, staff survey			December 2018 and May 2019	Completed staff surveys	Improved staff understanding and commitment to and increased support and effectiveness for PLC process	No Progress	Some Progress	Some Progress Teachers participated in surveys to give input regarding HRS/PLC work as well as our model for team/departmental planning to support PLC's.	
All staff was participate in campus professional development to continue supporting and enhancing effective collaborative teaming practices.	Campus PDH sessions before and after school, Staff and Guest Facilitators			Monthly staff PDH sessions	MLP log Weekly/monthly team meeting agendas/notes	Increased team effectiveness and engagement and improved	Some Progress	Some Progress	Significant Progress All staff participated in PLC/HRS training multiple times this school year. Core departments and grade levels demonstrated the greatest areas of growth while other departments will continue to focus efforts on this work for 2019-2020.	

Health, Fitness and Attendance

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)

COORDINATED SCHOOL HEALTH

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
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	Fall 2018	some progress	some progress: school nurse served as campus wellness captain to set goals and document progress but resigned after the fall semester; this will be an area to continue efforts for 2019-2020
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	All Year	no progress	no progress
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	All Year	significant progress	significant progress: all components delivered through Health classes during

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						fall and spring semesters
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	All Year	some progress	some progress: coordinated school health announcements /events posted on campus for students, staff, and parents
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	Spring 2019	some progress	significant progress: community health events advertised and promoted to all students, parents, and staff through eNews, school website, marquee, etc.

FITNESS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
3-8	Pre and Post Assess all eligible students using fitness test components.	P.E. Teacher	Fitnessgram Website	Fall 2018 and Spring 2019	significant progress	significant progress: Fitnessgram administered to all students

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						through PE classes during the fall semester
4th & 7th	Ensure all data for 3rd - 8th 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	Once per semester	some progress	significant progress: Fitnessgram data entered for all students through PE classes during the fall semester

PHYSICAL ACTIVITY REQUIREMENTS

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
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	Once per semester	some progress	significant progress: all students received required PE instruction/activity during PE classes
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	As needed	some progress	some progress: coaches implemented pedometer and heart rate monitor

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						instruction and use during 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	Every nine weeks	some progress	significant progress: PE coaches implemented innovative games and activities during PE classes to increase student participation, engagement, and activity

ATTENDANCE

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Monitor attendance of students and follow up on prominent and chronic absences.	Principal	Pinnacle, Attendance Sheet	Weekly attendance meetings	some progress	some progress: attendance clerk and administrative team monitored daily student attendance through Pinnacle reports and implemented

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	**Long Term**
						student/parent interventions as needed to increase and improve student attendance rates

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	some progress	significant progress: increased staff supervision duty stations before and after school and during passing periods to raise student monitoring and supervision and increase safety
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily	some progress	significant progress: increased staff supervision in high risk areas before and after school, during passing periods, and during lunch periods
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Daily	some progress	significant progress: trained staff on campus

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					safety procedures and expectations at the beginning of the year and revisited regularly during team/department meetings and staff communications, provided ongoing monitoring, and addressed as needed

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	some progress	significant progress: all staff trained on bullying and sexual harassment
Review referral process.	Principal or designee	Campus referral plan	August 2018	some progress	significant progress: trained and implemented referral process with all staff members

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	some progress	some progress: trained staff on updated campus discipline management plan, classroom management strategies, student interventions, and parent communication
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	significant progress	significant progress: implemented electronic discipline referral process campus-wide this year
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Daily	some progress	some progress: trained staff and implemented discipline management strategies to support campus discipline management plan and incorporate SEL strategies to help prevent and/or

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					minimize discipline referrals

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	some progress: all students attended campus expectations orientation during the first week of school with administrative and counseling team
Monitor high risk areas.	All staff	Schedule (if necessary)	Daily	significant progress	significant progress: staff increased supervision and monitoring for students at identified high risk areas throughout our campus before and after school, during passing periods, and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					during lunch periods

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	significant progress	some progress: all students attended campus expectations orientation to include our discipline management plan and discipline referral process during the first week of school with administrative and counseling team

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Apply classroom interventions.	All teachers	Campus Management Plan, SEL Strategies, All Staff	Daily	some progress	significant progress: every teacher taught and implemented SEL strategies in

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					their classrooms, rotating to a different class every 5 weeks
Employ discipline interventions.	Designated staff	Campus Management Plan, All Staff	As needed	some progress	some progress: staff taught and implemented discipline intervention strategies in each class throughout the school year
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Campus Management Plan, Team Leaders, Counselors, Administrators	As needed	some progress	some progress: teachers, team leaders, counselors, and administrators utilized student intervention strategies to decrease behaviors and increase student and campus safety
Conference with parents/students.	Teachers or other staff	All Teachers, Support Staff, Team Leaders, Counselors, Administrators	As needed	some progress	some progress: teachers, team leaders, counselors, and administrators conferenced with students and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					parents as needed to decrease behavior struggles and increase student success and safety

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. **Title I Components: 1, 6, 10** **Funding Sources: SCE, Title I and Local**	Administrators and Counselors	Administrators, Counselors, Registrar	August 2018	significant progress	significant progress: all parents were required to create a Parent Portal account to access student grades, attendance, schedules, etc.
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**	Counseling Team	Counseling Team	August 2018 and ongoing as needed	no progress	some progress: staff helped identify parents without computers/internet access and assisted them on campus with registration, grade and attendance access, eNews subscription, etc.
Upgrade and maintain the campus website for easy access and increased communication with the community.	Campus Technology Assistant and Administrators	CTA and Campus Website	August 2018 and daily/weekly	some progress	some progress: continuous monitoring and

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Funding source: State and Local					updating of the campus website in coordination with eNews, social media pages (Twitter and Facebook) to reflect current and relevant news and information for Haggard families
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Administrative Team/Office Staff	eNews subscription (Smore) and flyers home	Weekly and more often as needed	some progress	some progress: weekly eNews to all parents and subscribers in updated Smore format and hardcopy letters sent home with students when necessary
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Administrative Team	Administrators and Teacher Leaders/Sponsors	Weekly and more often as needed	some progress	some progress: campus Twitter page, PTA Facebook and Twitter pages, SchoolMessenger, campus website, and eNews utilized weekly, daily, or as needed to keep

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
					parents and families informed
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. **Funding source: State and Local**	Principal	Administrative Team, PTA Board	Monthly and more often as needed	some progress	some progress: Bi-weekly or monthly (or more when needed) PTA Board meetings with principal/administrative team to connect about current campus/community needs and priorities and address as appropriate
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal/Administrative Team	Administrative Team, PTA Board	Monthly and more often as needed	some progress	some progress: partnership between PTA and principal/administrative team to identify needs/wants and offer programs as available

Transition

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

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Middle school counselors deliver guidance lessons that support and promote the learning process. **Title I Components: 7** **Funding source: State and Local**	Lead Counselor	Counseling Team	Monthly/every nine weeks	some progress	some progress: counseling team delivered guidance lessons, facilitated campus SEL lessons, and led academic planning/course selection for all 8th grade students to prepare for high school
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 source: State and Local**	Administrators and Counselors	Administrative and Counseling Teams	August 2018 and ongoing as needed	some progress	some progress: counseling and administrative teams led school wide efforts to reduce bullying and harassment and increase awareness and student safety
Academic Conferences - Counselors meet with parents and students to discuss	Lead Counselor	Counseling Team	January-March 2019	some progress	significant progress: counselors met

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
academic progress and assist in developing individual 4-year plans for high school. **Title I Components: 7** **Funding Sources: State and Local**					with every 8th grader to lead/assist with 4-year plans for high school (grades 9-12)
Parent programs are held to explain high school courses and scheduling to parents. **Title I Components: 7** **Funding Sources: State and Local**	Lead Counselor	Counseling Team	December 2018 and January 2019	some progress	significant progress: counselors scheduled meetings with every 8th grade student and parent to explain high school course offerings and assist with course selections

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	Campus Leadership Team	August 2018 and at least every nine weeks	some progress	some progress: led/provided professional development for all staff to provide learning and support to address campus needs; surveyed staff in the spring to help identify topics of highest interest to better support campus needs through professional development offerings for 2019-2020