



**Plano Independent School District
Campus Improvement Plan**

Hendrick Middle School

7400 Red River Drive

Plano, TX 75025

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

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

Campus Information

Administration Team

Principal, Lisa Long

Assistant Principal, Adrienne Hunter

Assistant Principal, Mark Wilczynski

About Us

Hendrick has approximately 730 students and 75 staff members. Academic teams and departments meet regularly to oversee the academic and social needs of our students. We have a comprehensive elective program in technology, fine arts, athletics, and foreign language. Our goal is to afford our students a variety of opportunities to explore areas of interest.

We partner with parents to provide a balanced education with a focus on high academic achievement and the overall health and well-being of our students. Teachers, counselors, and administrators are always available to partner with parents and ensure student success.

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 – 08/29/2018 04:30 pm

Meeting 2: Progress monitoring and review of strategic plan - 01/29/2019 04:30 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/01/2019 04:30 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
Adrienne Hunter	Faculty Member	2010		X	
Mark Wilczynski	Faculty Member	2014	X	X	X
Victoria Hines	Faculty Member	2017	X	X	X
Valerie Frazier	Faculty Member	2018	X	X	
Aruna Vig	Faculty Member	2018			X
Bryan Dixon	Faculty Member, Special Ed	2015	X	X	X
Lisa Long	Principal	2011	X	X	X
Laura Grundler	District Professional	2018	X		
Micaela Lester	Campus Professional, Non-teaching	2015	X	X	
Olivia Carter	Support Staff Member	2016			X
Nadine Murphy	Parent-Selected by PTA	2017		X	
Cindy Savant	Parent-Selected by Principal	2018			
Charity Goodon	Parent	2018		X	X
Alicia Wanek	Parent	2018	X		
Patricia Neal	Community Member	2018		X	
William Alston	Community Member	2018		X	
Willie Reeves	Business Representative	2018		X	
Tom Villani	Business Representative	2016			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.
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Title I Program Information

Title I - Schoolwide Components

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by state certified qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract state certified high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Title I, Part A Program Funding

Staffing	\$	Total Funding for Title I Support Teachers (including tutoring, adult temp staff) and for Paraprofessionals.
Professional and Consulting Services	\$	Campus contracts a consultant to train staff on instructional strategies.
Supplies and Materials	\$	Instructional supplies (i.e. software) used to enrich student learning, training materials used to support on-going professional learning.
Other Operating	\$	Additional Title I Funding used to increase student and campus capacity (i.e. educational student field trip opportunities, registration for staff professional development, student snacks, student enrichment opportunities).
Parental Engagement	\$	Total Funding for Parental Engagement (i.e. Parent programs, RAMP up for Kindergarten Program)

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	<p>Students in each grade level are "age appropriate"</p> <p>Enrollment within each grade level is fairly equal across the board</p> <p>Mobility rate is low</p> <p>Percentage of SPED students is similar across all grade levels</p>	<p>Increase enrollment in honors classes</p> <p>Increase minority and at-risk students' participation in honors classes.</p>	<p>Identify specific students to prepare for participation in honors/higher level classes</p>
Student Achievement	<p>Consistency in 7th math and 8th science</p> <p>Strong ESL program</p>	<p>Reading comprehension in ALL subjects</p> <p>Planning and teaching to the student population</p>	<p>Utilized the PLC process to increase student achievement</p> <p>Focused tutorials</p> <p>advisory reading comprehension days</p>
School Culture and Climate	<p>Sense of community and belonging</p> <p>Sense of security</p> <p>Multiple opportunities for students to get involved</p> <p>Recognition for student success in academic and extracurricular activities</p>	<p>Increase staff involvement in the students' extracurricular activities</p> <p>Continue to develop clarity and consistency in campus wide expectations for staff</p> <p>Look deeper to what is needed to create connections for students/teachers/parents</p>	<p>Needs assessment regarding community connectedness</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?
Staff Quality/ Professional Development	New teacher mentor program Low rate of teacher turnover Staff surveys	Data driven professional development Partnership with district curriculum specialist for content area support	Continue focus on professional development based on campus needs assessments
Curriculum, Instruction, Assessment	Strong district curriculum Access to student data	Use of data to guide instructional planning Increase time for collaborative planning among departments	Maximizing student engagement
Family and Community Involvement	Active PTA Strong involvement in extracurricular activities and campus events	Increase effective communication with parents ie. social media, website, etc.	Increase campus and community partnerships to support families and students
School Context and Organization	Staff input is valued Collaboration between Administration and staff to meet students needs	Utilized campus data to monitor and make adjustments to schedules/staffing based on students needs	Restructure school committees and decision making bodies to align with campus needs (HRS survey outcomes)
Technology	Access to technology resources Effective district support	Continued training opportunities	Increase commitment to effective integration of technology

Critical Action #1

Problem Statement	The percentage of student meeting the Approaches, Meets & Masters Grade Level standard is below the district average in the following groups: Grade 6 Math: 81%/52%/23% - Dist. 85%/59%/29% Grade 7 Math: 83%/61% - Dist. 86%/63% Grade 8 Math: 69%/33%/9% - Dist. 82%/52%/18% Grade 7 Reading: 76%/56%/36% - Dist. 84%/64%/46% Grade 7 Writing: 76%/55% - Dist. 79%/60% Grade 8 Social Studies: 70%/39%/17% - Dist. 77%/49%/32%
Root Cause and Strategy	1) We will address the need for effective planning by ensuring that there are adequate structures and systems in place to implement planning and instruction with fidelity. 2) We will address the responsiveness to student needs by ensuring that there are structures in place to support Social and Emotional Learning.
Goal	Increase the percentage of all students performing at the Approaches, Meets & Masters grade level to decrease the gap between the campus and district to meet the district average performance.
Project Lead	Campus Administrators, PISD Secondary Content Coordinators and Specialists
Staff, Title I Staff	Grade Level/Department Team Teacher, Academic Specialists, ESL Teachers, Counselors
Materials and Resources	District Curriculum, Edugence, Eduphoria, Gradebook

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 #)
1) District curriculum and instruction team members will provide staff training on district planning protocols. 2) Grade level teams will meet weekly to use the district curriculum for planning and instructional practice. 3) Extended time will be provided for teams to				1) Professional Development meeting with a focus on planning, additional support provided as the need arises 2) Weekly Planning Protocol meeting, support from C&I team as the need	1) MLP training log, agendas, and materials 2) Weekly planning protocols meeting notes, feedback provided to teachers from C&I team, Walk through Data, documents/notes	Increase academic performance by implementing planning and instruction protocols with fidelity.	Lesson plans and instruction will be aligned with the district curriculum include daily targets as designed by the district C&I team.	Lesson plans and instruction will be aligned with the district curriculum include daily targets with consultation from the district C&I team.	Using the planning protocols, lesson plans aligned with the district curriculum, will include daily targets, and will be implemented effectively by grade	

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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 #)
implement the planning protocols for unit instructional planning.				arise, weekly administration Walk Through 3) Extended team planning times occurring 2 times a year	3) Schedule of extended team plan meetings				level/department teams.	
1) Provide training to increase staff awareness of Social and Emotional Learning standards. 2) Establish and implement a school-wide system to promote the social and emotional health of students.				1) Initial staff training August 2018, and additional training during staff meetings. 2) Weekly advisory lessons with a focus on Social and Emotional strategies.	1) MLP training log, agendas, materials, and HRS Focus group agendas 2) Social and Emotional lesson plans and student work.	Increase student engagement and academic performance by decreasing classroom disruption and building positive relationships between staff and students.	Provide initial training and SEL Team will develop school-wide practices to respond to the social and emotional learning needs of students.	SEL Team will develop common lessons plans and support in response to the social and emotional learning needs of students (i.e. community circles, advisory lessons, restorative practices, etc.)	Focus instruction plans and implementation to support social and emotional best practices in all school setting.	

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 address the need for teacher teams and collaborative groups to effectively address curriculum, assessment, instruction and the achievement of all students by ensuring that PLC process is implemented consistently using the districts' PLC protocols with fidelity.
Goal	Increase student achievement by implementing the PLC process and attain success with HRS Critical Commitment Level 1.
Project Lead	Campus Administrators, Campus Leadership team
Staff, Title I Staff	Core teachers, Co-teachers
Materials and Resources	TEKS, District Curriculum, Edugence

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 #)
Collaborative teams will meet weekly to engage with colleagues in discussions of critical questions and effective strategies.				Weekly Collaborative Team meetings Extended planning 2X times a year Campus Professional Development Days	MLP sign-in sheet Collaborative team meeting agendas Extended planning meeting agenda	Increase student achievement through collaborated team planning.	Designate time during collaborated team meetings to review and analyze student data in order to identify gaps in student achievement.	Partner with C&I and Assessment during collaborate team meetings to review and analyze student data in order to identify gaps in student achievement.	Utilized student achievement data during collaborated team meetings to guide instruction planning.	

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	September 2018	Meetings will be held throughout the year to discuss the Wellness Plan	Create activities for the campus and community that will promote the goals of the wellness plan.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	September 2018	Identify a parent to include on the committee.	
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	Every nine weeks	PE/Health teachers teach the health program to students	
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	Every nine weeks	Wellness bulletin boards are located outside the nurse's office, in the gym and throughout the building.	The wellness bulletin boards will be updated regularly with health and fitness related information for students,

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
						parents and staff to view..
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	Once per semester	Information to parents will be sent through the use of e-news.	Wellness activities created for students/parents/staff at school related to events.

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	Every nine weeks	Fitness completed during PE classes.	
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	May 2019	Fitness gram is scored and recorded in myhealthzone. fitnessgram.net were results can be accessed by parents.	

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	August 2018, once per semester	Counseling department monitors each student's record to ensure they have met all State-PE requirements.	PE teachers follow District curriculum to ensure students are achieving moderate to vigorous activity.
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Every nine weeks	Heart rate monitors will be used for students. Students will be taught how to take their hart rate.	
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	The use of district curriculum/less ons	Administrators and the PE Leader make sure the students are participating in physical activities each day, which is in line with the district curriculum.

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	Truancy monitoring and intervention processes are in place for students.	Individualized attendance plan for students with chronic absences.

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	PBIS team identifies "hot spots" as areas of focus for supervision in common areas.	PBIS strategies in common areas will continue and we have added PBIS to the classrooms. Staff will continue to implement campus and district guidelines and procedures as prescribed in the student code of conduct.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	August 2018, daily	A duty schedule of "hot spots" have been shared for all teachers.	
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	August 2018	Campus Behavior Management Plan has been established with the leadership and PBIS team.	

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	Complete training as required by district policy.	
Review referral process.	Principal or designee	Campus referral plan	August 2018	The PBIS team collects data on the number of discipline referrals submitted. This will ensure that there is plan for prevention, education and intervention.	

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, as the need arises	Teachers are provided updates on current behavior trends and strategies for interventions.	
Implement campus referral plan.	Principal or designee	Campus Referral Plan	August 2018	Campus Behavior Management Plan PBIS	

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	PBIS - SOAR	

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, as the need arises	Students are informed at the beginning of the year of expectations during advisory.	Advisory period is used during the year to teach and review expectations, rules, and citizenship.
Monitor high risk areas.	All staff	Schedule (if necessary)	August 2018, as the need arises	Assignments for "hot spots" duties was created and shared with staff.	

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	The referral process has been addressed with staff. HMS has an online referral process	

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Apply classroom interventions.	All teachers	Campus Behavior Management Plan PBIS Strategies Parental Contact log	August 2018, as the need arises	Teachers document interventions they have implemented in their classrooms.	
Employ discipline interventions.	Designated staff	Campus Behavior Management Plan Student Code of Conduct Referral documentation Office referral	August 2018, as the need arises	Interventions are determined on a student-by-student basis in conjunction with the campus behavior management plan.	Restorative practices
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Campus Behavior Management Plan PBIS Strategies Parental Contact log	August 2018, as the need arises	Staff is provided training on RTI and PBIS strategies.	Staff will utilize community - building circles.
Conference with parents/students.	Teachers or other staff	Parent Conference Log	As the need arises	Staff members will meet individually or as a team with parents/students in regards to academics, discipline, social issues, health issues, or extra-curricular issues.	

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	Administration	Counseling Team	August 2018, as the need arises	Access to computers in the school computer lab during schedule pick-up. During new student registration, registrar provides parents with all necessary information on the enrollment process.	
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	Administration	Counseling Team	August 2018, as the need arises	Identifying families in need is done through staff observation and on-going dialogue with administration and counseling departments.	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local	Administration & CTA	Office staff	Weekly throughout the school year	Utilized the entire year to communicate new information such as new student organization/activities, campus updates, and district information to the Hendrick community.	
Communicate information through eNews and through hard copies when internet access is not available. Funding source: State and Local	Administration	Office staff	Weekly throughout the school year	Weekly/daily (as needed) updates were sent regarding campus and district information to the Hendrick community.	
Utilize social media to keep parents and community informed. Funding source: State and Local	Administration	Administration	Weekly throughout the school year	The school website, Facebook and Twitter will be utilized to provide campus and district updates.	

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local	Administration	Administration	Monthly PTA meetings	PTA meet once a month at Hendrick to ensure thorough communication.	
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...) Funding source: State and Local	Administration	Administration	Various programs and dates throughout the year.	Parent meeting were coordinated with the administration team.	

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	Grade Level Counselors	Naviance Second Step Curriculum	Fall 2018	Guidance lessons are conducted on an ongoing basis by the counselors.	
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	Grade Level Counselors	Second Step Curriculum	Two times per semester	Preventative steps are made through guidance lessons and Advisory lesson. Counselors also meet with students in small groups to address specific needs.	
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	Grade Level Counselors	Naviance	February 2019	All grade level counselors worked together to meet with and plan with families for high school.	
Parent programs are held to explain high school courses and scheduling to parents. Title I Components: 7 Funding Sources: State and Local	8th Grade Counselors	Counseling Department	January 2019	The 8th grade counselor facilitated a night where current 8th grade families could learn more	

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Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	Long Term
				about high school scheduling.	

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, monthly staff meetings, weekly collaborative team meetings		