Plano Independent School District
Campus Improvement Plan

Murphy Middle School

620 N. Murphy Road

Murphy, TX 75094

2018-2019

Table of Contents

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

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

Campus Information

Administration Team

Principal, Matt Conrad

Assistant Principal, Tina Ware

Assistant Principal, Jeff McDonnell

About Us

Murphy Middle School is a school that is committed to developing responsible and productive citizens through effective teaching strategies and restorative practices.

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 – 09/05/2018 03:45 pm

Meeting 2: Progress monitoring and review of strategic plan - 02/06/2019 03:45 pm

Meeting 3: Evaluate effectiveness of implementation of strategic plan and meeting of goals - 05/29/2019 03:45 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
Tina Ware	Faculty Member		X	X	X
Amy Swanner	Faculty Member				X
Nadia Anetopoulos	Faculty Member	Yes	X		
Carina Tran	Faculty Member		X	X	X
Giang Nee	Faculty Member	Yes			
John Neumann	Faculty Member, Special Ed	Yes		X	X
Matt Conrad	Principal		X	X	X
Sharon Bradley	District Professional				
Terri Azcarate	Campus Professional, Non-teaching			X	X
Debbi Bowen	Support Staff Member	Yes	X	X	X
Tasha Mcintosh	Parent-Selected by PTA				
Carol Ann Waid	Parent-Selected by Principal			X	
Ian Mcintosh	Parent		X	X	
Cathleen Enos Bauer	Parent	Yes			
Ami Phillips	Parent	Yes	X		
Jennifer Santee	Parent	Yes		X	
Deidre O'Neal	Community Member		X	X	
Jennifer Ryan	Community Member	Yes			
Katrina Tadeja	Business Representative				
Janis McNeely	Business Representative	Yes			
Inge Stovall	Campus Professional, Non-teaching	Yes			

Committee Member Name	Role	1st Year on SBIC	Meeting 1 Attendance	Meeting 2 Attendance	Meeting 3 Attendance
Jeffrey McDonnell	Faculty Member				

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	$71221.02	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	Above average attendance rate No student dropouts 100% mastery on Algebra EOC Low mobility rate	Higher percentage of students performing at Mastery level on STAAR Low SES students need more supoprt to close the achievement gap Improve ELs to exemplary status on standardized tests	Improve percentage of students to go from Approaches to Meets Grade Level for STAAR
Student Achievement	Bridging students from approaching to meeting standards on STAAR tests	Assess needs of students who are taking online STAAR	Find strategies to bring up the achievement levels of all students
School Culture and Climate	Teachers and staff are kind MMS nurtures a safe and supportive environment High academic achievements and expectations	More follow through on repeated discipline Continue building interpersonal relationships between students and staff	Find the appropriate balance between caring about the students and caring about their work
Staff Quality/ Professional Development	Low retention rate Teacher experience averages over 10 years High level of education among staff	Develop a mentor program Increase staff acknowledgement	Recruit diverse staff Smaller student to teacher ratio

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 writing teams in departments align TEKS during the summer	Examine data to determine weaknesses in student performances (Edugence reports)	Time before school starts to analyze data.
Family and Community Involvement	Strong PTA Timely community communication Strong family involvement	Diversity in core group of PTA (officers) Communication in multiple languages Educate community in how to support the school through PTA and other means	Stronger and varied community involvement (not just parents and mentoring)
School Context and Organization	Feedback from teacher observations through TTESS model Walkthrough data	More follow through on repeated discipline	Continuous feedback to staff
Technology	MMS has a lot of BYOD Chromebooks will be 1:1 schoolwide Math incorporates technology in curriculum Google classroom is being used by all departments Good student experience with technology MMS uses social media to communicate with community at large	More desktop computers in classrooms and library	Digital citizenship program Keyboarding class/training More access to technology

Critical Action #1

Problem Statement	The collaborative teams are operating at varying levels of autonomy and efficiency
Root Cause and Strategy	We will establish a standard operating procedure for collaborative team planning We will establish and communicate a model that should be followed and make it a priority, and from there set up a system of accountability
Goal	Working as a professional learning community, our teachers will meet regularly to operate at the same level of efficiency in all departments, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.
Project Lead	Campus Administrators, Department Chairs, Team Leaders
Staff, Title I Staff	Grade level team teachers
Materials and Resources	District curriculum, District professional learning, Edugence, Pinnacle

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 #)
District and campus training provided to staff members		6411 – Other Operating (Staff Training - Registration, etc.)		August professional development Weekly grade level collaborative team meetings Collaborative department meetings every nine weeks	MLP training log Grade level and department agendas and materials Meeting notes	Increase academic performance by implementing planning and instruction protocols with fidelity	Some Progress August professional development completed with all staff Grade level and department meetings are scheduled on the school calendar	Significant Progress Campus administration met with campus leadership team and discussed progress of collaborative teams	Significant Progress Administration will continue to attend professional development for HRS and collaborative teaming. Administration will monitor the need for professional development for staff and create, invite, or have staff attend PD as needed.	
Administrators attend collaborative team meetings				Administrators will attend a minimum of six times per nine weeks	Meeting notes	Increase academic performance by implementing planning and instruction	On Track to Make Progress Campus administration created a calendar	Significant Progress Campus administration begins planned	Some Progress Campus administration will continue to monitor	

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 #)
						protocols with fidelity	to ensure visits to collaborative team meetings.	visits to collaborative team and department meetings.	collaborative teams; department and grade level meetings.	
Leadership team meetings will include regular discussion and monitoring of collaborative team process				Team meetings will be held once a nine week period	Meeting notes, agenda	Increase academic performance by implementing planning and instruction protocols with fidelity	On Track to Make Progress Agendas include collaborative team talks	Significant Progress Campus administration meetings include conversations on how to better manage collaborative teams, discuss progress of the teams	Some Progress Teams will be required to have agendas and/or notes for their meetings showing progress.	

Critical Action #2

Problem Statement	English Learner students need strategies for moving them from approaches grade level, to meet standards, to masters
Root Cause and Strategy	We will continue to strategize how we can best serve an increasingly diverse student population We will focus on strategies and professional development that did not work previously and search for effective strategies and professional development that will be beneficial for each student group
Goal	Increase the percentage of EL students performing at the Meets grade level standard to decrease the percentage of students not meeting the Approaches grade level standard
Project Lead	Campus Administration, District Multilingual Department-Executive Director and Specialists, ESL Department Chair
Staff, Title I Staff	Grade Level Core Teachers
Materials and Resources	Edugence, STAAR Gap Analysis

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 #)
District Multilingual Department and campus administration will provide staff with ESL strategies				Professional Development strategy meetings. The first meeting was held September 5, 2018. Second meeting was held with ESL content specialists Sept. 13, 2018.	Meeting Notes from admin Meeting Notes from collaborative team planning times	Multilingual Department will come out to Murphy and give content specific ESL strategies to ELA/SS and Math/Science teachers	Some Progress Planning process of bringing ESL specialists to campus	Significant Progress Karla Del Rosal and Vanessa Conatser made visits to our campus with all core subject area teams during their department meeting times to evaluate and offer strategies for EL students. A representative from our campus (counselor) to attend the Parental Outreach Informational meeting on Wednesday, October 24th, to form a partnership	Some Progress Admin will continue to request teacher feedback regarding support from the multilingual department. Admin will continue to request the EL specialists' support utilizing teacher feedback.	

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	Determine Captain by September. Meetings will be set by the team in October.	A captain has been determined. The campus is on progress of meeting the action step	The Campus Wellness Captain will continue seeking out opportunities for campus wide participation in health related activities.
K-8	Include at least one Parent on Campus Wellness Team.	Campus Wellness Captain	Campus Wellness Plan	The Captain will complete a search for a parent team member	The Captain will report with information before the October planning meeting	The Captain will continue parent relationship.
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	The curriculum will be monitored by the PE Team Lead weekly	The Captain will report with information after the October planning meeting	The Captain will retrieve monitoring information from administrative staff.

Applicable Students	Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
					Short Term	Long Term
K-8	Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view.	P.E. Teacher/ Staff	Coordinated School Health Curriculum	The bulletin board will be posted in the gym hallway	The Captain will report with information after the October planning meeting	The Captain will update the bulletin board periodically.
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	The marquee and enews will be utilized for information and events	The Captain will report with information after the October planning meeting	The Captain will send information through enews.

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	October and March	Beginning progress	The PE teacher will assess students and use that information to determine lessons
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	October and March	Beginning progress	The PE team lead will send information to parents via students

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	The PE teachers will monitor weekly assessment of total physical activity minutes through their lesson planning	Beginning progress	The PE team lead will monitor the lesson plans for physical activity minutes
K-8	Measure MVPA and physical activity time using pedometers and heart rate monitors.	P.E. Teacher	Pedometers; heart rate monitors	Pedometers will be used at least once per nine weeks	Beginning progress	The PE team lead will ensure pedometers are used
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	The PE teachers will monitor weekly assessment of the curriculum through their lesson planning	Beginning progress	The PE team lead will monitor lessons and make sure they are aligned with the 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	Staff will report chronic absences to grade level administrator at first occurence	Beginning progress	PE teachers will report chronic absences to counselors and admin

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	Thorough walk through during summer and daily throughout the school year	On track	An assistant principal will be assigned to identify high risk areas.
Monitor high risk areas.	Principal Designee	Staff assignments/ schedule	Daily assessments of classrooms, main building, outside building, and cameras as needed	On track	An assistant principal will be assigned to monitor high risk areas.
Follow Campus Rules/Expectations.	Principal	Code of Conduct, District Handbook Campus Handbook	Campus administration will continue to monitor detention lists and referrals each day	On track	An assistant principal will be assigned to monitor detention lists and referrals each day.

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	During August professional development	Completed	The assistant principals will continue

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					participating in training on bullying/sexual harassment.
Review referral process.	Principal or designee	Campus referral plan	During summer	Referral process is more streamlined and includes teacher feedback	The assistant principals will review the referral process each school year.

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	Staff training through August PD	Completed	The assistant principals will establish recommended intervention strategies for classrooms and the campus.
Implement campus referral plan.	Principal or designee	Campus Referral Plan	Staff training through August PD	Completed	The assistant principals will implement the campus referral plan.
Utilize Discipline Management strategies.	Principal or designee	Discipline Management Plan	Will be utilized throughout the school year	On track	The assistant principals will utilize Discipline Management strategies.

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	Teachers must establish classroom expectations and procedures at the beginning of the school year	Completed	The assistant principals will review how teachers establish classroom expectations and procedures at the beginning of the school year
Monitor high risk areas.	All staff	Schedule (if necessary)	Staff training included monitoring doorways, checking for badges, etc	Completed, reminders sent out via email as needed	The assistant principals will review the staff trainings for safety each school year.

STUDENT EDUCATION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Explain referral process/contacts.	All teachers	Referral Plan	Teachers must establish classroom expectations and procedures at the beginning of the school year. Campus administrators speak to students during the grade level lunches.	Completed and in progress	Teachers must establish classroom expectations and procedures at the beginning of every school year

STUDENT INTERVENTION

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
Apply classroom interventions.	All teachers	Grade level teachers will employ SEL trainings-have community circles	Beginning in September and implemented weekly	In progress. Will begin collectively in the English department	Grade level teachers will employ SEL trainings-have community circles on specific days during the nine weeks.
Employ discipline interventions.	Designated staff	Grade level teachers will employ SEL trainings and follow the campus referral plan	Beginning in September and implemented weekly	In progress	Grade level teachers will employ SEL trainings-have community circles on specific days during the nine weeks and follow the campus referral plan.
Use other intervention strategies as necessary/appropriate.	Administrative staff or counselors	Admin and counselors will employ SEL trainings-have community circles and follow the campus referral plan	Beginning in August and implemented weekly	In progress	Admin and counselors will employ community circles in staff meetings
Conference with parents/students.	Teachers or other staff	Admin, counselors, and teachers will follow the referral plan and campus expectations in conferencing with parents	Beginning in August and implemented weekly	In progress	Admin, counselors, and mentor teachers will be available for helping staff members with

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
					parent conferences.

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**	Principal	Campus Technology Assistant	Beginning of the school year, Open House	On target	Plan for Open House
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**	Principal	Campus Technology Assistant, ESL Department Chair	Throughout the school year	On target	CTA continue monitoring
Upgrade and maintain the campus website for easy access and increased communication with the community. **Funding source: State and Local**	Principal	Campus Technology Assistant, Campus Administration	Daily	On target	CTA will continue to monitor
Communicate information through eNews and through hard copies when internet access Is not available. **Funding source: State and Local**	Principal	Campus Administration	Weekly	On target	Assistant Principal will continue with communications
Utilize social media to keep parents and community informed. **Funding source: State and Local**	Principal	Campus Administration, Sponsors	Daily	On target	Assistant Principal will continue with communication

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**	Principal	Principal	Monthly	On target	Principal will continue to meet with PTA
Partner with PTA to offer parental programs on a variety of topics (academic, social, etc…). **Funding source: State and Local**	Principal	Campus Administration	Monthly	On target	Campus Administration will continue to partner with PTA

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	Counselors, Social Studies teachers	Rotations to be completed by the second week of school	Task was completed	Counselors will continue with rotations for next school year
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**	Lead Counselor	Counselors, PTA	Rotations to be completed by the second week of school, Celebrate Unity Day in October, Partner with PTA to bring in a non profit organization or speaker to address bullying and stress management	Beginning progress	Counselors will continue to partner with PTA
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**	Lead Counselor	Counselors	Last week in January counselors will begin and complete conferences in February	Beginning progress	Counselors will plan Academic Conferences for next school year
Parent programs are held to explain high school courses and scheduling to parents. **Title I Components: 7** **Funding Sources: State and Local**	Lead Counselor	High School Counselors	The high school counselors will come and visit in November to speak with students and then hold a moving	Beginning progress	Counselors will schedule high school counselors to come to our campus

Action Step	Project Lead	Staff/Resources	Implementation Timeline	Monitoring Status	
				Short Term	**Long Term**
			on up to high school night in January		

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 administration, all staff, district curriculum, campus sub codes	Staff will have opportunities throughout the year to participate in professional development provided by the district, the campus, the educational service center, and from other sources	On track	Campus administration will continue to create and/or send staff to professional development opportunities as appropriate