

Plano Independent School District

Haggard Middle School

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in Social Studies



Board Approval Date: October 1, 2019

Mission Statement

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

Vision

The vision of Haggard Middle School is to be:

Committed to Excellence

Dedicated to Learning

Powered by Learning

Plano ISD Proud!

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2019

Demographics

Demographics Strengths

Haggard Middle School serves a diverse student body and community.

Our staff reflects our student diversity.

All student demographic groups are represented at Haggard.

Our student to staff ratios are aligned with our district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is disparity among various demographic groups relative to performance on standardized tests.

Problem Statement 2: There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in all grade levels and subjects.

Student Academic Achievement

Student Academic Achievement Strengths

Haggard students perform well overall and received an A rating (91 out of 100) for how much students know and are able to do at the end of the school year.

Haggard received a distinction for Academic Achievement in Social Studies.

Haggard has a high percentage of students who are performing at the "approaches" standard (approximately 85%).

7th grade Writing scores increased from 48% to 65% in Meets Expectations.

7th grade Writing scores increased from 19% to 28% in Masters Grade Level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a gap in academic growth between economically disadvantaged students and non-disadvantaged students in all grade levels and subjects.

Problem Statement 2: Students who receive Special Education services demonstrate less academic growth in all grade levels and subjects than students who are not served through Special Education.

School Processes & Programs

School Processes & Programs Strengths

Work as a Professional Learning Community (PLC) is a priority at Haggard Middle School.

Curricular departments and teams are scheduled with common planning periods for 2019-2020 to promote collaborative teaming and better alignment across grade levels within each curricular area.

Teachers work and plan together to ensure consistency and alignment with instruction, activities, assessments, etc. and review student data to determine areas of need, mastery, etc.

Class sets of Chromebooks are now available in all core classes to promote digital support/resources for student learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for increased community outreach toward parents, which will ultimately improve student confidence and performance, increased opportunities for student leadership, and increase a sense of belonging/community among our students and families.

Perceptions

Perceptions Strengths

Haggard has adopted Social Emotional Learning (SEL) as a way of daily life on our campus. Classroom lessons and activities are implemented weekly to engage and support students and staff.

Building strong relationships between students and staff is a high priority at Haggard.

Students, parents, and staff report that Haggard is a positive and safe campus for both students and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The staff desires clear, consistent communication and increased involvement in campus decisions.

Priority Problem Statements

Problem Statement 1: There is disparity among various demographic groups relative to performance on standardized tests.

Root Cause 1:

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students who receive Special Education services demonstrate less academic growth in all grade levels and subjects than students who are not served through Special Education.

Root Cause 2:

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 13, 2019






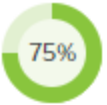
Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.






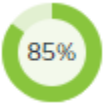

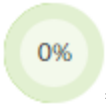

Performance Objective 1: Haggard will increase the percentage of economically disadvantaged students performing at the Approaches, Meets, and Masters standards to improve academic achievement and demonstrate growth for economically disadvantaged students across all core curricular areas.

Evaluation Data Source(s) 1: 2020 STAAR Results - Math, Reading, Writing, Social Studies, and Science

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: This performance objective will continue to be an area of focus for 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Provide targeted interventions to address student academic needs, close performance gaps, provide instructional support, and raise student achievement.	CORE Department Chairs	Classroom instruction will better meet student needs and help raise student performance and achievement.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Teachers will increase communication with parents to increase student support, family engagement, and positive connections between school and home to support student success.	CORE Department Heads	More collaborative and positive connections between school and home to better support student success and growth			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Provide training/refresher on Edugence to continue to improve teacher understanding of assessment data to better monitor student growth and progress.	Campus Administrators, CORE Department Chairs	Teachers will continue to use data to identify needs, plan instruction, and support growth with targeted concepts/objectives.			
TEA Priorities Recruit, support, retain teachers and principals 4) Continue to provide training and resources to increase staff knowledge and proficiency in supporting Social and Emotional Learning.	SEL Campus Facilitators, Campus Administrators	Increased student and staff engagement in SEL by decreasing classroom disruptions, tardies, and absences and increasing positive student/staff connections and stronger campus/classroom climate and culture.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					
















Goal 1: Learning and Teaching: All students will have access to a culture of high expectations coupled with an engaging, innovative, personalized and supportive learning environment.

Performance Objective 2: Haggard will increase Special Education student performance at the Approaches and Meets standards to improve academic achievement and demonstrate growth for Special Education students across all core curricular areas.

Evaluation Data Source(s) 2: 2020 STAAR Results - Math, Reading, Writing, Social Studies, and Science

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: This performance objective will continue to be an area of focus for 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) All teachers will be trained in IEP compliance and utilize trackers to document accommodations and student progress.	SpEd Department Chair	Teachers will more effectively monitor student growth, maintain better records of IEP accommodations, and better meet student academic needs.			
TEA Priorities Recruit, support, retain teachers and principals 2) Staff will receive training in Co-Teaching with Special Ed and general ed staff to more effectively deliver classroom instruction for all learners.	Special Ed Department Chair, Campus Administration, Special Ed ISS Team	Classroom instruction for inclusion students will better meet their needs and contribute to increased academic growth.			
TEA Priorities Recruit, support, retain teachers and principals 3) Teachers will maintain regular communication with parents regarding Special Ed student performance and growth as measured by student goals.	Special Ed Department Chair, Campus Administrators	Increased communication between school and home regarding student academic growth and achievement, leading to greater student success.			
TEA Priorities Recruit, support, retain teachers and principals 4) All teachers will receive training on designing and implementing modifications and accommodations for Special Ed students.	Special Ed Department Chair, Campus Administrators	Teachers will have a better understanding of modifications and accommodations, will implement them more consistently, and students will be more successful and demonstrate academic growth.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 2: Life Ready: Plano ISD graduates will possess the skills and knowledge that enable them to be future-ready citizens and leaders in the global workforce.

Goal 3: Talent Acquisition, Support, and Growth: To ensure a quality school system, Plano ISD will hire, train and retrain the most effective and talented workforce.




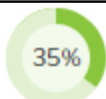


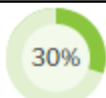


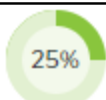
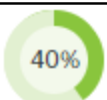




Goal 4: Culture of Community: Plano ISD embraces the diverse community in which we live and work and will foster partnerships that are beneficial to the education of our students and meet the needs of our families.

Performance Objective 1: Haggard teachers/staff will implement the Professional Learning Community (PLC) framework to increase collaborative teaming and partnership among staff so that all students will receive aligned and equitable instruction and gain the necessary knowledge and skills to demonstrate growth and success.

Evaluation Data Source(s) 1: Team/Department planning agendas/notes, instructional plans, assessments, etc.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: This performance objective will continue to be an area of focus for 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
TEA Priorities Recruit, support, retain teachers and principals 1) Train and provide ongoing support for teacher leaders and curricular teams with the collaborative teams process.	Campus Administrators	Teams using the PLC framework during weekly meetings, including an agenda, addressing critical questions, and planning for student success.			
TEA Priorities Recruit, support, retain teachers and principals 2) Administrators will attend weekly team meetings to support PLC work, assist with questions/clarifications, and encourage collaborative teaming among curricular teams.	Campus Administrators, CORE Department Chairs	Teachers will engage in collaborative teaming, work effectively to plan for instruction, plan to address student reteaching/remediation, and promote overall student academic growth and success.			
TEA Priorities Recruit, support, retain teachers and principals 3) Curricular teams and departments will receive ongoing training with and engage in the PLC process and demonstrate proficiency, comfort, and weekly commitment to this work.	CORE Department Chairs, Campus Administrators	Curricular teams will meet weekly and demonstrate increased comfort and proficiency with following the PLC process.			
TEA Priorities Recruit, support, retain teachers and principals 4) Curricular teams will provide feedback on PLC's and rate themselves and their teams on our campus PLC work.	Campus Administrators	Curricular teams will identify areas of strength and growth and will assist with feedback to determine next steps for our campus PLC work.			
<div>  = Accomplished  = No Progress  = Discontinue </div>					

Goal 5: Strategic Resource Management: As good stewards, we will strategically and equitably manage our resources to meet identified student needs and align resource allocation with district goals.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Rebecca Grant	Math Department Chair
Classroom Teacher	Thomas Fulton	English Department Chair
Classroom Teacher	Logan Miller	Social Studies Department Chair
Classroom Teacher	Blair Wentworth	Special Ed Department Chair
Administrator	Linda Washington	Assistant Principal
Administrator	Will Daniel	Assistant Principal
Non-classroom Professional	Ariadne Pereira	Lead Counselor
Paraprofessional	Lisa Strickland	Office Manager
Administrator	Shauna Koehne	Principal
Classroom Teacher	Stephanie Johnson	Academic Specialist/Dyslexia Teacher
Classroom Teacher	Alan Klein	Athletic Director/PE Teacher
Parent	Emily Langford	Parent/PTA President
Parent	Emily Rollins	Parent
Parent	Natalie Drake	Parent
Parent	Breann Richardson	Parent
Parent	Shahr Kader	Parent
District-level Professional	Dawne Niethamer	District Professional
Community Representative	Joshua Gautreaux	Community Representative
Business Representative	Jenna Burleson	Business Representative

Addendums

CAMPUS APPENDIX
STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>1. Bullying</p> <p>Staff Prevention</p> <ul style="list-style-type: none"> Identify high risk areas Monitor high risk areas Follow campus rules/expectations <p>Staff Education</p> <ul style="list-style-type: none"> Participate in annual staff training on bullying/sexual harassment/suicide prevention/trauma informed practices/human trafficking Review referral process <p>Staff Intervention</p> <ul style="list-style-type: none"> Establish recommended intervention strategies for classroom/campus Implement campus referral plan Utilize Discipline Management strategies <p>Student Prevention</p> <ul style="list-style-type: none"> Clearly state student expectations/campus rules/citizenship Monitor high risk areas <p>Student Education</p> <ul style="list-style-type: none"> Explain referral process/contacts Anonymous Tip Line <p>Student Intervention</p> <ul style="list-style-type: none"> Apply classroom interventions Employ discipline interventions Use other intervention strategies as necessary/appropriate Conference with parents/students 	<p>TEC 11.252(a)(3)(E)</p>	<p>Principal</p>	<p>The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>2. Coordinated Health Program Coordinated School Health</p> <ul style="list-style-type: none"> • K-8 Designate a Campus Wellness Captain and establish a Campus Wellness Team; set meetings, establish measurable goals and document progress toward goal completion. • K-8 Include at least one Parent on Campus Wellness Team. • 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. • K-8 Create a Coordinated School Health bulletin board inside the school building for students, staff and parents to view. • K-8 Notify parents/community members of Family Wellness Nights/Health Fairs through use of marquee, newsletter, web page, and/or myPISD. <p>Fitness</p> <ul style="list-style-type: none"> • 3-8 Pre and Post Assess all eligible students using fitness test components. • 4th and 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. Include at least one Parent on Campus Wellness Team. <p>Physical Activity Requirements</p> <ul style="list-style-type: none"> • 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. • K-8 Measure MVPA and physical activity time using pedometers and heart rate monitors. • 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. 	<p>TEC 11.253(d) Board Policy FFA(Local)</p>	<p>Principal</p>	<p>The school will follow Board Policies: FFA and EHAA.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> K-5 Ensure students are receiving daily unstructured play during recess. K-5 Encourage opportunities for brain breaks and short activity breaks throughout the day. <p>Attendance</p> <ul style="list-style-type: none"> K-8 Monitor attendance of students and follow up on prominent and chronic absences. 			
<p>3. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> 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. Funding source: State and Local 	ESSA	Principal	
<p>4. Parent Involvement</p> <ul style="list-style-type: none"> Require all parents to register students via Parent Portal in order to have access to eNews, grades, attendance, and other electronic information. Funding Sources: SCE, Title I and Local Identify parents without computer/Internet access and offer assistance through the District Mobile Technology Lab for parent education and access. Funding Sources: SCE, Title I and Local Upgrade and maintain the campus website for easy access and increased communication with the community. Funding source: State and Local Communicate information through eNews and through hard copies when Internet access is not available. Funding source: State and Local Utilize social media to keep parents and community informed. Funding source: State and Local PTA representative meets with the principal on a monthly basis to gain insight to student/parent needs. Funding source: State and Local Partner with PTA to offer parental programs on a variety of topics (academic, social, etc...). Funding source: State and Local Parent Education programs focused on relevant topics of interest will be available upon request by any campus or PTA 		Principal	