McKinney Independent School District

McKinney High School

2015-2016 Campus Improvement Plan

Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.
Positive school culture and a safe environment foster growth.
Everyone has inherent value and deserves to be treated with dignity and respect.
Learning is an active process requiring engaging tasks and engaging minds.
Relevant and authentic experiences ignite continuous, deeper learning.
Meaningful relationships enrich learning.
Confidence fuels risk taking and higher achievement.
Financial stewardship ensures a tomorrow for education.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

McKinney High School is the oldest of the three high schools in McKinney ISD. The campus has undergone extensive renovations to the physical layout of the school, as well as a programmatic renovations that offer students the opportunities to explore 21st century career and technology opportunities. The spirit of the "Lion Nation" is evident by the overwhelming support of the community for MHS. The staff at McKinney High understands the historical significance of the school to longtime members of McKinney. The core of McKinney High School is based on providing relevant and engaging learning experiences for all learners. Our mission espouses the belief that we are preparing students with the knowledge and skills to be successful for their next steps, post high school. The projected enrollment at MHS for the 2015-2016 school year is 2,700 students. Breakdowns by ethnicity and race show 452 African American students (16.7%), 824 Hispanic students (30.5%) and 1,704 White students (63.1%). We have 822 Economically Disadvantaged students (30.4%), 218 Special Education students (8.1%) and 112 Limited English Proficiency (LEP) students (4.1%). The current enrollment projections have MHS continuing to increase in student population over the next several years with a potential of over 2,800 students.

Demographics Strengths

The strenght of McKinney High School among students is it's diversity. The diversity that exists at MHS extends beyond ethinicity and gender, but ecompasses economic diversity as well. The staff at MHS is a diverse group ethnically, gender, and years of experience in education. As a campus we pride ourselves in our diverse student body and faculty body.

Demographics Needs

The gaps in student performance are nothing new. Student pefromance Performance gaps still appear in the Hispanic, Economically Disadvantaged, LEP and SPED student groups. Students continued to achieve general success in Exit Level testing and the 9th and 10th grade student performance in STAAR reading and writing was much improved leading the district in state in most categories. Our changing population will require close monitoring of student progress. MHS will continue to provide specific interventions to address student performance including: (1) writing/reading intervention elective classes for students who did not meet STAAR requirements; (2) science intervention elective classes for students who did not meet STAAR requirements in Biology; (3) staff training for progress monitoring techniques with appropriate interventions for struggling students; and (4) campus-wide staff development for utilizing technology more effectively in the classroom in preparation for the laptop deployment for freshman in January 2015. MHS is dedicated to continuing our

efforts to recruit and retain a diverse population in the Pre-AP and AP courses and will continue support diverse enrollment in STEM courses. MHS will devise strategies to further assist our students and parents in better understanding of the graduation testing requirements for STAAR End Of Course exams and strategies to help them assist their students in their learning.

Student Achievement

Student Achievement Summary

McKinney High School embraces the enriching and innovative qualities of a diverse learning community. MHS will continue to recruit and retain a diverse staff that reflects the diversity of the student body. Using research-based staff development, we will foster awareness and build the capacity of our staff to work with students from all socioeconomic and cultural backgrounds. MHS participation and performance in Advanced Placement (AP) courses remains a focus. McKinney High School recieved the following student achievement recognitions for 2014: 88 AP Scholars, 36 AP Scholars with Honors, 52 AP Scholars with Distinction, 7 AP National Scholars with a total of 186 AP Scholars. MHS had 686 students sit for an AP exam in 2014 who completed 1,617 AP Exams. This AP performance led to McKinney High School being recently named as one of America´s Most Challenging Schools by The Washington Post and The US News and World Report named McKinney High School in the Top 3% of the nation.

An analysis of Academic Excellence Indicator System (AEIS) data for the past six years also shows growth for all student groups in science, growth for most groups in math and social studies, and in English Language Arts (ELA).

Student Achievement Strengths

McKinney High School has a large number of students enrolled in AP exams including more than 50% of our 10th grade students enrolled in AP World History. MHS PSAT performance resulted in the following recognitions:

- 5 PSAT TOP 50k Scorers
- 1 Commended Scholar
- 4 National Merit Semifinalists
- 4 National Merit Finalists
- 1 National Merit Scholar
- 1 Semifinalist National Achievement Program

Student Achievement Needs

MHS is dedicated to continuing our efforts to recruit and retain a diverse population in the Pre-AP and AP courses. MHS is committed to identifying additional funding to ensure 100% participation rates in the AP exams. MHS will continue support diverse enrollment in Science, Technology, Economics, and Math (STEM) courses. There still remains a need to further inform our students and parents with the graduation testing requirements for STAAR End Of Course exams.

School Culture and Climate

School Culture and Climate Summary

The school culture at MHS is steeped in tradition and a focus on the future. Our culture is centered around a strong core of teacher-leaders that engage both our students and our staff to pursue excellence in everything everyday. This desire has eveolved into a strong passion for student success for every student.

School Culture and Climate Strengths

The teachers at MHS are our strongest asset. We have a great balance of veteran and new teachers that work together to bring our students the best learning experience possible.   McKinney High School will be adding over 30 new teachers to our campus for the 2014-15 school year. These teachers have been carefully recruited and will align with the vision and beliefs that make MHS a strong learning organization.

School Culture and Climate Needs

Our greatest needs are centered around stronger relationships with every student and a changing student population with more students and an increase in students with specific academic needs. Special attention will be focused on ELL learners, Economically Disadvantaged students and struggling student s in need of RtI supports.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The quality of staff members at McKinney High School is a top priority. We have improved in the last two years with careful selection and an effective induction process both by MISD and MHS. Through the use of Winocular and the Gallup Poll Survey the administration adheres to district mandated guidelines and MHS recruits highly qualified applicants. There is also an emphasis placed on securing candidates who relate to and can identify with our current student and community population. McKinney High School has added an additional eight (8) quality applicants to accommodate the increases in student enrollment.

Staff Quality, Recruitment, and Retention Strengths

Our teacher induction process with mentors and focused professional devlopment has allowed us to develop new and existing staff.

Staff Quality, Recruitment, and Retention Needs

There will be an emphasis placed on ensuring each individual staff member's needs are met with regards to professional and personal when applicable. There will also be a focus on building leadership capacity among each and every staff member.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers of McKinney High School teach curriculum standards as designed by the district in 2014-2015. Additionally, all faculty are trained in utilyzing the curriculum system resources (All in Learning, FORETHOUGHT and AWARE) that will streamline planning, data analysis, and progress monitoring. Specific attention will be provided this year to further develop the digital learning strategies of our staff as we provide additional access to technology for our students.

Curriculum, Instruction, and Assessment Strengths

Our staff has a strong grasp of what Mastery Learning is and how it can leverage learning. We also have several administrators and teachers with Eduphoria expertise that are leading us through the implementation of these new systems. We have dedicated INstructional Coaches in ELA, Math and Science.

Curriculum, Instruction, and Assessment Needs

Our campus is focused on three areas of interest:

1. Learning needs of ELL and students of poverty

2. Deeper understanding of standards by our teachers and staff

3. Continued implementation of the Design Qualities and design work to improve student engagement

4. Strategies for leveraging technology as a learning tool.

Family and Community Involvement

Family and Community Involvement Summary

MHS has a rich tradition in our community. Our community involvement efforts are focused on engaging parents that have drifted away from involvement in high school since middle school and elementary. Our PTO hosts a monthly Lunch & Learn where we discuss contemporary educational issues and campus activities. We also host college readiness events partnering with the McKinney Education Foundation and AVID. These events serve to equip paents and families for the financial and academic needs of entering and being successful in college. MHS has also forged a strong relationship with parents through booster clubs for specific clubs and organizations. One group to note is our Project Lead the Way Booster Club. This parent group was instrumental in our recognition as a PLTW campus this year. We have industry representatives from DeVry University, Raytheon and parents. There are and will continue to be many opportunities for families and community members to engage with McKinney High School, and for our campus to recruit parents to continue to be involved in the secondary campuses.

Family and Community Involvement Strengths

We also host college readiness events partnering with the McKinney Education Foundation and AVID. These events serve to equip paents and families for the financial and academic needs of entering and being successful in college. MHS has also forged a strong relationship with parents through booster clubs for specific clubs and organizations. One group to note is our Project Lead the Way Booster Club. This parent group was instrumental in our recognition as a PLTW campus these past two years. We have industry representatives from DeVry University, Raytheon, Emerson and parents.

Family and Community Involvement Needs

We have continued needs for more parents to be involved and to better commnicate our expectations and supports available to parents and families. Many parents are involved at school, but are fractured with the many clubs and organizations on campus. There is not a unified organization. Campus administration is considering an expectation that every member of a booster club at MHS is first a member of the PTO to attempt to unify our efforts.

School Context and Organization

School Context and Organization Summary

McKinney High School will be applying specific effort to maintain Goal Focus and develop our capacity to Problem Solve as we move forward with our goals. To aid this effort, we will be developing an organizational structure with two leadership teams: the Instructional Leadership Team (ILT)and the Operational Leadership Team (OLT). These teams will have a more specific focus with the ILT working with the academic and instructional needs for the campus and the OLT working with the operational and managerial needs for the campus. This division of labor is intended to maintain more focus on the goals and needs of the campus.

School Context and Organization Strengths

The Instructional Leadership Team (ILT)and the Operational Leadership Team (OLT) will create more leadership capacity and voice with our staff while maintaining a focus on our campus goals.

Technology

Technology Summary

MHS is moving from a consumer model of techonolgy use and into a producer model. Over half of our student body now has MacBooks available to use in class. Over 85% of our students now have a digitial device to access content. There are enough computer labs and carts to meet the basic needs of students.

Technology Strengths

Now that half of the student body has a district issued device , teachers and students are available for collaboration outside of the classroom. The Canvas learning management tool is allowing for students to recieve more direct feedback on the work produced in class and outside of class.

Technology Needs

As a campus we must invest in quality real world professional development to support teachers in the classroom with the technology available for them to utilize. Our faculty is ready for the next step professionaly as it relates to utizling techonolgy as an effective learning tool and not as entertainment. We need to provide more parent and student workshops during the school year and summer that will support the use of student learning with MacBooks. Students and families need to be provided with a model on how the technology can enhance student learning inside and outside of the classroom.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Summative Evaluation: Every department at MHS will establish consistent protocols that addresses the functions of Professional Learning Communities (PLCs) this year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All MHS Leadership will become literate in what a PLC truly should be at the high school level.	ILT	ILT will be able to implement PLCs within their respective departments.				
2) The MHS Instructional Leadership Team will develop what PLCs will look like on the campus.	Principals, Department Chairs/Instructional Coaches	Functioning PLCs that utilize data to support student improvement will exist.				
3) All academic departments will have a functioning PLC.	Instructional Leadership Team	Principals along with Department Chairs will certify that department PLCs meet the MHS standard.				
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Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

Summative Evaluation: MHS will create new opportunities for our stakeholders to have a voice in the operation of our campus or revise existing structures to encourage more stakeholder participation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) An Operations Leadership Team, made up of teachers and paras will be created to address issues that impact the way decisions are made at MHS.	Campus Principal	Regular Meetings will exist and information shared with staff on the impact of the OLT.				
2) MHS will solicit input from a wide variety of student voices through regularly scheduled problem solving sessions with campus leadership.	Campus Administration and Counselors	The Principal's Advisory Council of 20 students will be established to address student concerns concerning the learning and security at MHS.				
3) Parents are given the opportunity to meet and discuss issues related to MHS.	Campus Administration	A full complement of parent meetings are available for parents that address a variety of topics related to teaching and learning (example PTO Lunch and Learn, Coordinated Health Meetings, MHS Town Hall Meetings, etc.)				
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Goal 1: Safe and Collaborative Culture:McKinney ISD will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 3: Students, parents, and the community perceive the school environment as a safe and orderly.

Summative Evaluation: Regular qualitative and quantitative data will be reviewed to access the safe and orderly environment of MHS.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The school safety survey will be administered to all three stakeholder groups (teachers, parents, students).	Campus Administration	Survey is given and structures are changed to address the needs of the campus.				
2) MHS will utilize Criminal Justice students to audit our safety practices	Campus Principal and Criminal Justice teacher	A student led effort to address safety needs is developed and implemented.				
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Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: MHS will increase the percent of low SES students achieving the final recommended standard by 10 percent in all content areas.

Summative Evaluation: 1. Provide targeted and measurable remediation for all At Risk Students as needed.
2. Use district and common assessments to monitor the number of students who show mastery.
3. Develop and implement a campus-level protocol for providing assistance to content areas that have a significant number of students struggling.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers with high numbers of low SES students are provided targeted practices to improve student learning.	Instructional Coaches and Assistant Principals	The number and percent of low SES students in danger of failing academically is reduced.				
2) Communities in Schools becomes a partner in developing clear strategies for helping meet the physical needs of low SES students.	Campus Principal and CIS liason	At least 60% of the students identified by CIS are receiving services are being academically successful (on track to graduate).				
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Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: MHS LEP students will demonstrate bilingual proficiency at an increased rate.

Summative Evaluation: 1. ESL student performance under AMAO will improve as measured by the prior year's performance.
2. The student achievement data of ESL students will increase an aggregate
of 15% as measured by STAAR.

Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: MHS will continue to develop a push for a rigorous curriculum that allows students to demonstrate mastery.

Summative Evaluation: 1. Local assessments will reflect the elements of Schlechty's Design Qualities.
2. MHS will utilize a variety of assessment tools to monitor student mastery.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teaching teams will embrace common formative and summative assessments as a matter of habit.	Instructional Coaches and Team Leaders	At least 60% of all assessments will be common to a team.				
2) Academic teams will develop an assessment protocol for developing quality assessments.	Campus Instructional Leadership Team	Students will show mastery of content beyond traditional "paper & pencil" assessments.				
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Goal 2: Teaching and Learning by Design: McKinney ISD will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: MHS will build a culture of post secondary readiness for all students.

Summative Evaluation: 1.Students at MHS will become aware of the tools MHS has available for post secondary options.
2. MHS will create a comprehensive 9-12 post secondary readiness plan with information readily available for parents based on their student's grade level.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students are given a variety of tools to explore post secondary options.	Campus Instructional Leadership Team & MEF advisor.	Frequent post secondary events are available for all students. A campus four year plan of what students should be exposed to based on grade level.				
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Goal 3: MHS will create and maintain a culture of safety, respect, consistency and strong school affiliation.

Performance Objective 1: Staff will consistently, transparently communicate with peers, parents, and students.

Summative Evaluation: All stakeholders will have a defined role in the successful operations of the school. These groups will meet regularly with agendas, measures of success, etc.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide teachers prompt feedback on all discipline referrals.	MHS Admin	Communication with teachers will be seamless and prompt creating more confidence in disciplinary protocols				
2) Conference with teachers with excessive referrals	Admin	Stronger understanding of the disciplinary protocol by all teachers.				
3) Periodic meetings with building principal and student clubs and organizations to solicit feedback as part of the Lions Listening activities.	Principal	Minutes from Lion Listening Activities will be used to drive decisions with student voice.				
4) Host monthly PTO Lunch & Learn meetings with parents and community members.	Principal	Minutes from Lunch & Learn Meetings will be used to drive decisions with parent/stakeholder voice.				
5) Periodic student and parent surveys including the Perception Survey in the spring semester.	Admin Counselors	Survey data will be used to provide feedback on campus systems and provide voice to stakeholders.				
6) 6)Weekly Lions Share newsletter via email with campus news and upcoming events	Principal	Newsletters will provide insight to parents and staff concerning events, recognitions and important dates for campus events. Parents will feel more informed about campus news and activities.				
7) Increased communication using new campus web page, Facebook,Twitter and Parent Link features.	Admin	Social media will serve to keep stakeholders informed about campus activities.				
8) Create two distinct design teams for campus problem solving: Instructional Leadership Team (ILT) & Operational Leadership Team (OLT).	Principal Associate Principal	Increased leadership capacity on campus and stronger teacher voice in the decision making process.				
9) Implement a MHS Problem Solving Protocol to be used by ILT and OLT to organize our problem solving work into specific and measureable action items.	Administrators	Successful development of specific action items focused on campus challenges.				
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Goal 3: MHS will create and maintain a culture of safety, respect, consistency and strong school affiliation.

Performance Objective 2: Provide consistency in communication and the application of discipline procedures.

Summative Evaluation: Analysis of student referral data trends.
1)All teacher referrals are consistently processed and clearly communicated.
2)Student consequences for similar offenses are consistent from all Houses.
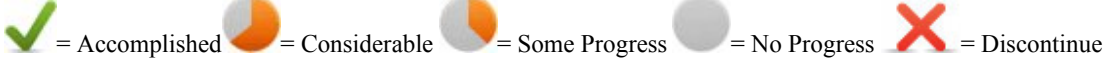
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Periodically analyze rate and frequency of teacher discipline referrals.	Campus Administration and the campus Operational Leadership Team	Increased capacity of staff to manage and prevent disruptive behaviors.				
2) Discuss student discipline in weekly house principal meetings	Admin RtI Coordinator	Opportunity to identify discipline patterns and develop intervention strategies.				
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Goal 3: MHS will create and maintain a culture of safety, respect, consistency and strong school affiliation.

Performance Objective 3: Implement procedures to reduce persistent misbehaviors.

Summative Evaluation: Reduced frequency of discipline referrals and Discretionary DAEP placements.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implementation of Friday Night Live and daily detention.	Admin House Secretary	Utilization of detention to redirect inappropriate behavior will result in a decrease in ISS and OSS assignments.				
2) Prompt communication to parents by teachers and administrators when students have initial misbehaviors.	Teachers Admin House Secretary	Successful redirection of initial behaviors will result in a decrease in ISS, OSS and DAEP assignments.				
3) Utilize Behavioral Response to Intervention (RtI) strategies to redirect persistent misbehaviors and monitor behavioral patterns.	Teachers Admin RtI Coordinator	Successful redirection of initial behaviors will result in a decrease in ISS, OSS and DAEP assignments.				
4) Continue to develop ISS structures and protocols.	ISS Teachers Admin House Secretary	Successful ISS structures and redirection of initial behaviors will result in a decrease in ISS, OSS and DAEP assignments.				
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Goal 4: MHS administrators will consistently monitor classroom instruction and provide timely constructive feedback to teachers.

Performance Objective 1: Increase administrator presence in all classrooms

Summative Evaluation: Increase the number of walk-through evaluations in Eduphoria, targeting a minimum of 10 per week per administrator.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrators have set a weekly goal of 10 classroom visits.	Admin	Administrators will review walkthrough progress and quality of feedback during weekly administrator meetings.				
2) Utilization of the PDAS App on the iPad to ensure data is captured in Eduphoria.	Admin	Administrators will review walkthrough progress and quality of feedback during weekly administrator meetings.				
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Goal 4: MHS administrators will consistently monitor classroom instruction and provide timely constructive feedback to teachers.

Performance Objective 2: To provide teachers with quality feedback about instruction.

Summative Evaluation: All walk-through reports will include reflective questions designed to help teachers improve instructional delivery.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Utilize the 360 Walkthrough Form as a common walk-through form.	Admin	Administrators will review walkthrough progress and quality of feedback during weekly administrator meetings.				
2) Analyze trends from walk-through data during administrative meetings and teacher meetings.	Admin	Administrators will review walkthrough progress and quality of feedback during weekly administrator meetings.				
3) Administrators will collaboratively conduct classroom observations to calibrate instructional expectations and documentation thereof.	Admin	Administrators will schedule routine learning walks to help calibrate observations and teacher feedback.				
4) Scheduled Learning Walks with Administration and Instructional Leadership Team (ILT) and within PLCs for departmental and interdepartmental classrooms.	Admin Department Chair Team Leader Instructional Coach	Administrators will schedule learning walks each 9 weeks to help teachers better understand expectations and best practices by viewing their colleagues and providing feedback to one another.				
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Goal 4: MHS administrators will consistently monitor classroom instruction and provide timely constructive feedback to teachers.

Performance Objective 3: Teacher behavior changes in response to evaluative feedback from administration.

Summative Evaluation: Walk-through data and PDAS observation data will reflect increased focus and utilization of design qualities, SIOP strategies and daily learning objectives (content and language).

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Administrators will evaluate walk-through data & identify areas of need.	Admin	Administrators will review walkthrough progress and quality of feedback during weekly administrator meetings.				
2) Learning Walks will be utilized to allow teachers to share collaborative feedback from colleagues and students to improve best practices.	Admin Department Chair Team Leader Instructional Coach	Administrators will schedule learning walks each 9 weeks to help teachers better understand expectations and best practices by viewing their colleagues and providing feedback to one another.				
3) Professional learning will address areas of need as identified by walkthroughs.	Admin Department Chair Team Leader Instructional Coach	Administrators will review walkthrough progress and quality of feedback during weekly administrator meetings and develop professional learning to address any needs that are identified.				
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Goal 5: Students at MHS will be challenged with engaging work daily.

Performance Objective 1: Students are engaged with meaningful, authentic, applicable course work.

Summative Evaluation: Walk-through data will reflect use of design qualities, integration of technology, learning and content objectives posted and referenced, bell-to-bell instruction, checking for understanding and effective student feedback, more than 80% of students are on task, and high-level questioning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will develop engaging lessons during weekly PLC focusing on quality instruction.	Admin Department Chair Team Leader Instructional Coach	Stronger lesson designs resulting in increased student engagement implemented in classroom during classroom observations.				
2) Professional learning on how to write and reference effective learning objectives and higher level essential questions.	Admin Department Chair Team Leader Instructional Coach	Stronger content and language objectives resulting in clear focus by students and frequent checks for understanding using higher order thinking questioning strategies.				
3) Prompt feedback provided by administrators to teachers after each walkthrough.	Admin	Administrators will review walkthrough progress and quality of feedback during weekly administrator meetings.				
4) Professional learning on effective tutorial strategies and other effective interventions.	Admin Department Chair Team Leader Instructional Coach	Tutorology Training and other professional learning on waiver days and during PLCs.				
5) Provide professional development opportunities based on the new digital learning standards as qualified in Article II of Creating a New Vision for Public Education in Texas document.	Admin Department Chair Team Leader Instructional Coach Media Resource Specialist	PLC discussions concerning digital learning will broaden our understanding of the potential for digital learning in the classroom. Additional professional learning from Alan November and our MRS to build capacity of teachers and administrators with digital learning.				
6) Pilot group to launch CANVAS as a student learning platform	Admin Department Chair Team Leader Instructional Coach Media Resource Specialist	Utilization of CANVAS as a learning platform in pilot classes. Pilot teachers will serve as trainers for next implementation teacher groups.				
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Goal 5: Students at MHS will be challenged with engaging work daily.

Performance Objective 2: Evidence of authentic literacy (reading, writing, speaking and listening).

Summative Evaluation: Walk-through data reflects students are reading, writing, speaking and listening during class.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Professional learning focuses on SIOP and ELPS strategies in all content areas.	Admin Department Chair Team Leader Instructional Coach ELPS/SIOP Trainers	Walk-through data reflects students are reading, writing, speaking and listening during class.				
2) Utilize reading/writing intervention course for students who did not meet EOC requirements for reading and/or writing.	Admin Counselors Instructional Coach	Progress of students in intervention courses on QCA's and other summative assessments.				
3) Develop writing activities in all content areas. Scoring will utilize writing rubrics with specific teacher feedback.	Admin Department Chair Team Leader Instructional Coach	Walk-through data and PLC data reflect students are successfully reading, writing, speaking and listening during class.				
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Goal 6: MHS will create and maintain a healthy culture that promote learning.

Performance Objective 1: The MHS Student Health Advisory Committee (SHAC) will coordinate with the Cooper Institute as a Healthy Zone School.

Summative Evaluation: Meeting standards for Healthy Zone School with increased awareness of healthy choices by students and staff.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) SHAC committee will meet regularly to review goals and strategies for Healthy Zone School activities.	SHAC Committee	Minutes from SHAC committee will demonstrate progress on HZS goals.				
2) The SHAC committee will include teachers, counselors, administrators, students and parents.	SHAC Committee	Minutes from SHAC committee will demonstrate progress on HZS goals.				
3) The SHAC committee will promote healthy themes each month and make a connection to improved learning.	SHAC Committee	Minutes from SHAC committee will demonstrate progress on HZS goals with each monthly theme communicated through banners, posters and other media including social media.				
4) SHAC committee will host/assist with a healthy activity each semester such as a 5K run and Health Fair.	SHAC Committee	SHAC Committee support for events at MEF Color Run and the Health Fair during Spring Showcase.				
5) PE students will participate in Fitnessgram and monitor student fitness progress.	SHAC Committee PE Staff	Students will show progress on Fitnessgram evaluation.				
6) The SHAC committee will coordinate with the MHS PTO to offer healthy snack options in the school store.	SHAC Committee PTO	The SHAC committee will assist the PTO with offerings in the PTO school store to ensure they meet all requirements for healthy food sales.				
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