

**Wylie Independent School District**  
**McMillan Junior High School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The community of McMillan Junior High will ensure that all students are engaged learners by providing a safe, dynamic environment that empowers individuals to reach their full potential as productive citizens by preparing them for the challenges, choices and high expectations for today and the future.

# Vision

McMillan Jr. High will be a learning organization that will have continuous learning for all involved with the organization.

# Value Statement

- We believe it is our responsibility to educate students and encourage them to seek their individual potential.
- We believe that the process of learning through relevant and engaging activities increases student motivation.
- We believe communication and active participation between parents, teachers, and students create a collaborative bond for student success.
- We believe that instruction tailored for the needs of individual students in an academically challenging environment will foster the students' understanding and ability to succeed in life.
  - We believe in giving all students the tools they need to be successful.
  - As educators, we believe it is our responsibility to recognize and encourage student self-worth.
- We believe in preparing students to become self-directed, lifelong learners who display responsibility and accountability.
- We believe that each student should have an equal opportunity to participate in the process of engaged learning in order to meet lifelong challenges.



# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

All of our focus in instruction, socialization and academic achievement will be directed at each and every student.

We will do what is necessary for each student to achieve success.

We will utilize our PLCs and our Academic Teaming to make sure every student is accounted for. There will be no students "falling through the cracks."

### Demographics Strengths

The Hispanic population performed above 90% on all 2017 STAAR tests except for Social Studies.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** African American scores on three of the five 2017 STAAR tests fell below all other sub-groups **Root Cause:** Students are coming into seventh grade reading below grade level and there wasn't a reliable way established to assess reading levels in place

# Student Academic Achievement

## Student Academic Achievement Summary

Seven out of seven distinctions earned

All test scores in all categories were more than 12% above state average

## Student Academic Achievement Strengths

STAAR scores fell in quartile 1 in all tests taken except for 8th grade reading

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Eighth grade reading scores fell in quartile 2 **Root Cause:** Students are coming into seventh grade reading below grade level and there wasn't a reliable way established to assess reading levels in place

# School Processes & Programs

## School Processes & Programs Summary

We have an established RtI program that provides daily time for extra instruction and remediation.

We have established afternoon a week for after-school interventions for students who need help getting work completed.

We provide time everyday for informal curriculum time planning for all core teachers

There is one PLC meeting held each week with agendas, norms and protocols followed

Students are placed on academic teams with meet once a week and after school once a month

## School Processes & Programs Strengths

Teachers meet regularly in PLCs to analyze data, design activities and discuss remediation and re-teaching for all students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Reading scores have been flattening out the last several years with the 2017 8th grade reading scores falling in quartile 2 **Root Cause:** Students are coming into seventh grade reading below grade level and there wasn't a reliable way established to assess reading levels in place

# Perceptions

## Perceptions Summary

Students and parents believe McMillan Junior High is a safe place and will provide what each student needs to be successful

## Perceptions Strengths

Over three quarter of students during the 2017-18 school year believe McMillan Junior is a safe, structured and supportive place to be.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Almost 20% of students feel they do not have a personal, supportive relationship with a teacher on campus. **Root Cause:** There needs to be more intentional and consistent time and effort placed on teacher building relationships with students.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data



- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline 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
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **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
- Study of best practices
- Other additional data

# Goals









Revised/Approved: September 13, 2018

## Goal 1: Instill community and ethical values in our students.

**Performance Objective 1:** Parents will actively engage in campus activities throughout the school year.

**Evaluation Data Source(s) 1:** Parent Survey data, Parent check-in data, number of hits on social media and school website, and social media feedback from parents on phone calls and emails.

### Summative Evaluation 1:












Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Parents will be invited to attend at least four activities on campus during a regular school day.</p>	3.1, 3.2	Administration, Counselor, Teachers	More parents participating in regular campus activities during the school day.			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) 3) Multiple sources of media (website, Facebook, Twitter, Peachjar, WCN, email and phone messages) will be used to communicate with students, parents, and the community of all school activities, accomplishments, and other news.</p>	3.1	Principal, Assistant Principal, Dean of Students, Media Specialist, Campus Secretary	increased number of hits on website, "friends" on Facebook, followers on Twitter and feedback from parents on phone calls and email.			
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) One parent activity to be held by each academic team per semester.</p>	3.1	Principal, Team Leaders	Increase in the number of parents who visit this campus and actively participate in academic team activities.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 2:** Students will, learn about, review and develop character education through the four components of the Wylie Way per each nine week grading period.

**Evaluation Data Source(s) 2:** Completed activity documentation, student selections, student and parent surveys, number of activities held, spring survey feedback, and the total number of students recognized by academic teams.

**Summative Evaluation 2:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Each nine week grading period a "Shining Way Student Award will be given out to a student exemplifies the tenets of The Wylie Way</p>		Principal, Campus Wylie Way Committee Representative	Positive recognition of students and motivation for all to do their best.			
<p>2) During the national "Anti-Bullying Week" students will receive daily reminders of how to prevent bullying and on one day students will join hands around the exterior of the building committing to end bullying.</p>		Administration, Counselor	Student recognition of what bullying , how to confront it and help prevent it on campus.			
<p>3) A committee of teachers and students will design activities and create opportunities for the campus to promote the goals of the nine weeks focus.</p>		Administration	Attention given to the character education of each student.			
<p>4) Each week one Academic Team will choose a "Student of the Week." That student's name, and picture will be prominently displayed through campus media outlets.</p>		Academic Team Leaders	Recognition of quality students and motivation for all students to adhere to the character tenets of the district			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 3:** The campus will maintain a safe and disciplined environment conducive to student learning.

**Evaluation Data Source(s) 3:** The number of teachers present in the doorway during passing periods, periodic door checks throughout the day, and evidence of students following procedures in classroom walkthroughs and in a large group setting such as the cafeteria and assemblies.

**Summative Evaluation 3:**






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Through the Wylie Way pilot program, all teachers will greet students at door of classroom while supervising hallway.</p>		Campus Administrators	Fosters building relationships with students.			
<p>2) All exterior doors will be kept locked throughout the day except for one leading into the main office.</p>		Campus Administrators.	Prevention of unofficial visitors entering the campus			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) All teachers and staff will use the "Give Me Five" method of gaining student attention in all school settings.</p>	2.4, 2.5, 2.6	All teachers and staff	Walk-through evidence of teachers re-gaining the attention of students quickly and efficiently.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 4:** Each student will have an effective personal relationship with at least one teacher or staff member on campus.

**Evaluation Data Source(s) 4:** Student Survey Results.

**Summative Evaluation 4:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Students will be assigned an Advisory Teacher and will meet for a 30 minute period with that teacher each day.</p>		Administrator, Team Leaders	Personal relationships will be established between students and teachers. Students will have an advocate to help them with academics and social interactions.	✓	✓	✓
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) By November 1, each student will fill out one note card with the name of a teacher or staff member that they have an effective personal relationship with and then will be repeated in the spring.</p>		Campus Administration	The names of students who have not built a personal relationship with a teacher will be known and actions, activities, strategies will be used to help students build that relationship.	✓	✓	✓
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 5:** By the end of the 2nd 9 weeks, adults and students will have a common understanding regarding the core values of CARING/GIVING

**Evaluation Data Source(s) 5:** Number of food items collected, and Student Spring survey feedback.

**Summative Evaluation 5:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Students and staff will participate in district food drive		Administration	This will be a campus community service project that will teach enable students to know what it is like to help the community.	✓	✓	✓
						

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 6:** By the end of the 3rd 9 weeks, adults and students will have a common understanding regarding the core values of GRIT/PREPARATION

**Evaluation Data Source(s) 6:** Student Participation, and student end of year survey feedback.

**Summative Evaluation 6:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement all activities on the "Day of Day of Grit"		Principal and Administrative Staff	Student participation in activities and feedback on end of year survey			
2) Plan "Going the Distance" Activities in February		Principal and Administrative Staff	Student participation in activities and feedback on end of year survey.			
3) Implement College Week the first week of march		Principal and Administrative Staff	Student participation in activities and feedback from end of year survey.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 7:** By the end of the 4th 9 weeks, adults and students will have a common understanding regarding the core values of GRATITUDE/CELEBRATION

**Evaluation Data Source(s) 7:**

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Critical Success Factors</b> CSF 6 1) Implement Ripples of Hope Month in April		Principal and Administrative Staff				
<b>Critical Success Factors</b> CSF 6 2) Celebrate Teacher Appreciation Week in May		Principal and Administrative Staff				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						












**Goal 1:** Instill community and ethical values in our students.

**Performance Objective 8:** From the results of the campus character survey, we will enhance/re mediate the value of school spirit.

**Evaluation Data Source(s) 8:**

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Through four academic awards ceremonies at the end of each grading term, students will be recognized for grades, attendance, character responsibility and other citizenship qualities.</p>		Principal and Academic Team Leaders	Number of recognition given to students and results from end of year survey.			
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>2) A Principial Student Advisory Committee will be established. The committee members will be eighth graders and their role will be to advise campus administrators on school concerns from thier prespectives.</p>		Principal	Participation of students and results from end of year survey.			
<p>3) At least four pep rallies/assemblies will be held with students participating in new traditions such as chants, dance moves, skits and games.</p>		Principal and School Spirit Faculty Committee.	Student participation in pep rally/assembly activities.			
<p>4) A school store will be established to sell school spirit wear and supplies.</p>		Principal and School Spirit Faculty Committee.	Amount of good sold.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

## Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

**Performance Objective 1:** All students will meet growth expectations and over 75% of all students will meet the exceeded growth expectations on all 2019 STAAR tests.

**Evaluation Data Source(s) 1:** Student performance data on unit assessments, checkpoints, data reports, MAP data and reports, and STAAR results.

Walkthrough data, T-TESS documentation.




Student Discipline Data.








Student Reflection sheets data.

PLC Meeting agendas, lesson plans , and main minutes of meetings.

Student attendance in enrichment activities.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Interdisciplinary/Academic Teaming will be continue for the 2018-19 school year.</p>	2.4	Campus Administration, PLC teams	Student performance data on unit assessments, checkpoints and STAAR results.			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Ensure alignment of curriculum, instruction, and assessment with student expectations by utilizing campus-wide PLC protocols</p>	2.5	Campus Administration, Curriculum Specialists, Teachers	Walk-throughs, results on unit assessments, TTESS documents.			
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will meet for one 40 minute PLC each week to discuss, collaborate, analyze data, and design learning activities that meets the needs of all students.</p>	2.4, 2.6	Administration, Curriculum Leaders, team leads.	Meeting agendas, lesson plans, minutes from meetings.			

<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>4) Progress monitoring through unit assessments, curriculum checkpoints, and teacher assessments will occur on each student in each core subject.</p>	2.4, 2.5	Campus administration, faculty	Data reports, progress of students			
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) All students will be given the MAPS assessments in Math and Reading will be given three times during the year to all students to determine interventions and RTI requirements</p>	2.4	Teachers, Administration	MAP reports and data			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

**Performance Objective 2:** McMillan Junior High will obtain seven STAAR accountability distinctions for the 2018-19 school year.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Ensure alignment of curriculum, instruction, and assessment with student expectations by utilizing campus-wide PLC protocols</p>	2.4, 2.5, 2.6	Campus Administration, Curriculum Specialists, Teachers	Walk-throughs, results on unit assessments, T-TESS			
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Interdisciplinary/Academic Teaming will continue for the 2018-19 school year.</p>	2.6	Campus Administration	Student performance at grading periods and STAAR results and fewer discipline referrals.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Students will be given opportunities to participate in enrichment activities during Advisory Period three out of five week days.</p>	2.6	Teachers, Campus Administration	Number of students in attendance at enrichment activities.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Students will reflect on and use their data from formative assessments given</p>	2.6	Students, Teachers	Student data reflection sheets			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						








**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

**Performance Objective 3:** Programs will be in place, and daily opportunities will be available for interventions, remediation, and extensions for student to receive to enhance their educational progress.

**Evaluation Data Source(s) 3:** Analysis of students participating in the different programs and data received from district assessments, term grades and STAAR results.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4</p> <p>1) Before and after school tutorials will be held for students needing remediation and interventions.</p>	2.4, 2.5, 2.6	Teachers, Campus Administration	Number of students in attendance at sessions.			
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>2) For all students who did not pass 2017 STAAR Reading time will be provided during the school day for specific remediation.</p>	2.4, 2.5, 2.6	Administration, after school staff member	2018 STAAR Reading scores will increase by 5% for all students who didn't pass prior STAAR.			
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>3) Students will be screened and progress will be monitored three times during the year in the areas of Reading and Math by using MAP</p>	2.4, 2.6	Administration and ELAR Teachers	Progress will be closely monitored for all students and needed interventions or extensions will be provided on a regular basis.			
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>4) GT students will have opportunities through Advisory Period to receive additional extensions of learning to better help them reach the Advanced Level on all STAAR Tests</p>	2.4, 2.5, 2.6	GT Teachers and Advanced Academic Teachers	Extensions provided for students who show they have mastered material. There will be more students reach master level on STAAR.			
<p>5) Time during the school day will be provided for LEP students to attend sessions that will enhance writing and reading instruction.</p>		Principal, ESL Teacher	TELPAS Scores, 2016 STAAR results.			
<b>Funding Sources:</b> State Comp Ed - 0.00						









<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) Each Academic Team will have a teacher representative to monitor RtI students and report back to the academic team.</p>	2.4, 2.5, 2.6	Administration, Team Leaders	RtI students will receive required interventions. Skill gaps will close and assessment scores will improve.			
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>7) Time during the school day will be provided for SPED students to attend sessions that will enhance writing and reading instruction.</p>	2.4, 2.5, 2.6	Administration, SPED Case Managers	Skill gaps will be closed and assessment scores will increase.			
<p align="center">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

**Performance Objective 4:** Opportunities will be provided for professional development sessions for teachers to keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>1) Teachers will be able to attend after-school PD sessions provided by the district.</p>		Campus Administrators, ESC Professional Development Department, Curriculum Specialists	Professional development opportunities for teachers			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Teachers will be provided multiple opportunities throughout the year to observe other teachers in same content and different content areas.</p>		Campus Administrators, Campus Curriculum Leaders	Teacher feedback reports			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Teachers will be trained in Cain and Laird's Fundamental Five and it will be implemented in sequence throughout the school year.</p>		Principal and Administrative Staff	Data from the Fundamental Five walk-through forms.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

**Performance Objective 5:** Over 50% of all Special Education students will perform at Phase 1 Level 2 on the 2017 Writing STAAR test.

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>1) Students will complete three writing passages throughout the school year leading up to the Writing STAAR test. The samples will be scored using a rubric that will evaluate progress made and interventions will be put in place based on individual student's progress.</p>	2.4, 2.5, 2.6	ELA teachers, Writing Specialist	Writing skills for all students will increase but specific attention will be placed on EL students preparation for TELPAS			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						









**Goal 2:** Ensure academic achievement for all students through tight family partnerships, curriculum and programs.

**Performance Objective 6:** Over 50% of all Special Education students will meet minimum standards on the Reading, Math, Science and Social Studies STAAR Test

**Evaluation Data Source(s) 6:** District assessments and STAAR results.

**Summative Evaluation 6:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 4</p> <p>1) All Special Education students will receive individualized interventions, remediation and enhancement as needed prior to the STAAR Tests.</p>		Administration, Science and Special Education staff.	Each student will receive direct help with meeting their academic needs.			
<p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>						

# Goal 3: Prepare students for a successful life beyond high school.

**Performance Objective 1:** All eighth grade students will work with parents and administration to develop a plan for course selection and possible career experiences at the high school level.

**Evaluation Data Source(s) 1:** Eighth grade student graduation plans.

## Summative Evaluation 1:







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Each 7th grade student will take career inventory/aptitude survey.</p>	3.2	Campus administrators, counselor	Provides a starting point for students to begin thinking about the careers they will choose and decisions that will need to be made.			
<p><b>Critical Success Factors</b> CSF 5</p> <p>2) 8th grade students will work with parents and high school counselors in selecting courses for the freshman year.</p>	3.2	Counselor.	Develops the high school plan that students will follow.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) "Mapping Your Future Mondays" will occur in all ELA classes where students a short video over different careers.</p>	2.5	Counselor, ELA teachers.	Students will be exposed to different careers learning about what they are and what preparations need to be made.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3:** Prepare students for a successful life beyond high school.

**Performance Objective 2:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**Evaluation Data Source(s) 2:** Graduation rate

**Summative Evaluation 2:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Students will be offered and encouraged to attend before and after school tutorials and Thursday evening school.</p>	2.4	Campus administration and teachers.	Provide needed opportunities for students to succeed and to keep pace with the required learning.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) The school counselor will provide opportunities for students to plan their high school career path when registering for high school classes.</p>	2.4	Counselor.	Student will develop their high school graduation plan providing them with direction and motivation to succeed.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 3:** Prepare students for a successful life beyond high school.

**Performance Objective 3:** Each student will improve by over 10% on the state Fitness Gram.

**Evaluation Data Source(s) 3:** Results from the Fitness Gram administered in the spring.

**Summative Evaluation 3:**









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Additional physical activities and incentives will be planned and implemented by the P.E. staff at least once per month		Campus administrators and P.E. teachers.	Students will get more involved and active in their personal health education.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Prepare students for a successful life beyond high school.

**Performance Objective 4:** The District shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.

**Evaluation Data Source(s) 4:** Positive parent and student feedback through surveys

**Summative Evaluation 4:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) By May of each school year, score at least at the Bronze Level on the Smarter Lunchroom scorecard at each campus		Campus Principal	Students will eat more healthy food.			
2) Consistently post in an easily accessible location on the District and/or campus website the monthly school breakfast and lunch menus, along with the nutritional information of each meal.		Campus Principal	Menus and nutritional information posted so students can make better choices.			
3) Provide nutrition education topics on the digital menu boards including the addition of one nutrition fact per week.		Campus Principal	Students will view messages as they are waiting for their healthy food.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Prepare students for a successful life beyond high school.

**Performance Objective 5:** The District shall provide an environment that fosters and promotes a lifestyle of wellness and physical activity for students, families and employees at suitable district and campus activities

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Each campus advisory committee will determine appropriate annual professional development for staff responsible for nutrition education.</p>	2.5	Campus Principal	Teachers will be able to better help students make healthy life choices.			
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Junior High and High School Campuses will increase access to equipment that promotes physical activity.</p>	2.5	Campus Principal and coaches	Students will become more physically active.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

# Goal 4: Attract, retain, and value quality staff.

**Performance Objective 1:** Qualified and highly effective personnel will be recruited, developed and trained.

**Evaluation Data Source(s) 1:** Results from teacher evaluations, STAAR scores and teacher retention.

**Summative Evaluation 1:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) For each new hire, a team of teacher leaders in that discipline will participate in the interview process.</p>		Teacher Leaders, Administration	Teachers take ownership in building the academic team thus encouraging them to make sure the new teacher is well taken care of.			
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Each new hire will have a "mentor" or "buddy" teacher to help be inducted to the faculty of McMillan.</p>		Administration	New teachers will be provided with meaningful professional relationships with another teacher that will help support them with quick and quality assistance at all times.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 4:** Attract, retain, and value quality staff.

**Performance Objective 2:** Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

**Evaluation Data Source(s) 2:** More expert engaging class activities will be designed that will provide students with the best opportunity to success.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Working with the district professional development department, all teachers will complete contractual professional development requirements prior to the first day of school</p>		Teachers, Principal	Teacher will receive continuing professional development to keep up with new learning and best strategies for teaching their students.			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) At least four times during the year, teachers will attend and participate in a professional development presentation by an educational expert.</p>	2.5, 2.6	Administration	Sign-in sheets, handouts and agendas from sessions.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						









**Goal 4:** Attract, retain, and value quality staff.

**Performance Objective 3:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management and staff development.

**Evaluation Data Source(s) 3:** Technology will be a seamless part of daily activities in the classroom providing students with more opportunity for success.

**Summative Evaluation 3:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Teachers will utilize google classroom and online text books, and each student will have use of a Chromebook in class for instructional purposes.</p>	2.5, 2.6	Campus administrators, teachers	Seamless use of technology during each lesson activity.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 4:** Attract, retain, and value quality staff.

**Performance Objective 4:** At least once per month, teachers will be recognized for their positive contributions to the learning organization.

**Evaluation Data Source(s) 4:**

**Summative Evaluation 4:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Once per month a teacher will be chosen to receive a front row parking spot for doing work above and beyond what is expected.</p>		Campus administrators.	Morale boost for teachers.			
<p>2) A "compliments bulletin board" will be utilized for teachers to make note of accomplishments of other teachers in the organization.</p>		Campus administrators and teachers.	number of compliments posted			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

# Goal 5: Manage growth in a way that ensures functional equity.

**Performance Objective 1:** Teachers will have access to equitable resources and technology across classrooms.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) The Media Specialist will be available to all teachers to help integrate technology into classroom activities</p>		Media Specialist.	Teachers will have a reliable source for help and suggestions in utilizing technology in the classroom.			
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>2) A committee of teachers and staff will be formed to provide incentives, rewards, fun activities, and free things to teachers throughout the year.</p>		Campus administrators and M&M Committee Members	The positive school culture will help teachers feel appreciated and supported. This will increase teacher sense of belonging, loyalty and overall job satisfaction.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 5:** Manage growth in a way that ensures functional equity.

**Performance Objective 2:** Students will have daily access to resources and technology devices across classrooms.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<b>Critical Success Factors</b> CSF 1 1) Each student will have a chromebook to use during all class periods.	2.5	Campus administrators, teachers.	Seamless use of technology in all lessons and all classrooms.			
<b>Critical Success Factors</b> CSF 1 CSF 7 2) The Media Specialist will be available to all teachers to help integrate technology into classroom activities.	2.5	Media Specialist	Feedback from teachers, students and Media Specialist.			
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

# Goal 6: Support student participation in extracurricular activities to promote character and academic achievement.

**Performance Objective 1:** At least 85% of all students will participate in an extra-curricular, co-curricular, or campus club\activity for during the current school year.

**Evaluation Data Source(s) 1:** The number of students involved will be higher than 85% of the enrolled students.

**Summative Evaluation 1:**








Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) The names students who are not involved in any extra-curricular, co-curricular and clubs will be identified and a survey will be given to them to register interests outside of school.</p>		Administration	More students will become involved in a campus activities.			
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) New student clubs will be made available for students to join based from interest surveys.</p>		Administration	More students will become involved in campus activities.			
<p>  = Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>						

# Goal 7: Celebrate our excellence.

**Performance Objective 1:** Students will be recognized frequently and on a regular basis for academic achievement and exhibiting the Wylie Way

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Through their academic teams, students will receive regular recognition for academic achievement and character accomplishments.</p>		Academic Team Leaders, Principal and Administration Staff.	Students will be rewarded for exhibiting character and academic traits at a high level.			
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) One student per week will be chosen as "Student of the Week" by one of the Academic Teams</p>		Academic Teams	Student recognition.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 7:** Celebrate our excellence.

**Performance Objective 2:** Regular use of social media; Facebook, Twitter, email and periodical publications will provide notification of student, teacher and staff accomplishments.

**Evaluation Data Source(s) 2:** The number students and parents using social media to keep in touch and communicate with the campus.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p><b>Critical Success Factors</b> CSF 3 CSF 5 CSF 6</p> <p>1) All communication concerning up coming events, student recognitions, student news, overall information will utilize all media available and appropriate.</p>	3.1, 3.2	Administration	Clear, consistent and accurate information will be dispensed by the campus on an on-going basis.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	3	1	Before and after school tutorials will be held for students needing remediation and interventions.
2	3	2	For all students who did not pass 2017 STAAR Reading time will be provided during the school day for specific remediation.
2	3	3	Students will be screened and progress will be monitored three times during the year in the areas of Reading and Math by using MAP
2	3	4	GVT students will have opportunities through Advisory Period to receive additional extensions of learning to better help them reach the Advanced Level on all STAAR Tests
2	3	6	Each Academic Team will have a teacher representative to monitor RtI students and report back to the academic team.
2	5	1	Students will complete three writing passages throughout the school year leading up to the Writing STAAR test. The samples will be scored using a rubric that will evaluate progress made and interventions will be put in place based on individual student's progress.



# State Compensatory

## Budget for Mcmillan Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199 E 11 6118 00 043 024 000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$40,997.85
<b>6100 Subtotal:</b>		<b>\$40,997.85</b>
<b>6300 Supplies and Services</b>		
199E11632900043024033	6329 Reading Materials	\$100.00
199E11633900043024033	6339 Testing Materials	\$100.00
199E11639800043024033	6399 General Supplies	\$199.00
<b>6300 Subtotal:</b>		<b>\$399.00</b>

**Personnel for Mcmillan Junior High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alison Conger	Teacher	Alpha Phonics	1