

Wylie Independent School District
McMillan Junior High School
2017-2018 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- 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 ELL 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- 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

- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or 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

Goal 1: Instill community and ethical values in our students

Performance Objective 1: There will be opportunities for parents to actively participate in daily activities on campus during regular school days.

Evaluation Data Source(s) 1:

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Parents will be invited to attend at least four activities on campus during a regular school day.	Principal	Visitor check-in data			
2) 3) Multiple sources of media (website, Facebook, Twitter, Peachjar, WCN, email and phone messages) will be used to communicate with students, parents and community of all school activities, accomplishments and other news.	Principal, Assistant Principal, Dean of Students, Media Specialist, Campus Secretary	Number of hits on website, "friends" on Facebook, followers on Twitter and feedback from parents on phone calls and email.			
3) One parent activity to be held by each academic team per semester	Principal, Team Leaders	Number of parents who visit this campus			
Funding Sources: Campus Budget - \$0.00					
					

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:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Every Wednesday during Advisory Period students will receive instruction and participate in activities centered around the four tenets of The Wylie Way.	Principal, Assistant Principal, Counselor, Dean of Students.	Documentation of activities completed.			
Funding Sources: Campus Budget - \$0.00					
2) Each nine week grading period a "Shining Way Student Award will be given out to a student exemplifies the tenets of The Wylie Way	Principal, Campus Wylie Way Committee Representative	Selections of students.			
3) 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.	Administration, Counselor	Student and parent surveys			
4) A committee of teachers and students will design activities and create opportunities for the campus to promote the goals of the nine weeks focus.	Administration	Number of activities held and feedback from spring surveys.			
5) 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.	Academic Team Leaders	The total number of students recognized by the Academic Teams			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Through the Wylie Way pilot program, all teachers will greet students at door of classroom while supervising hallway.	Administration	Number of teachers standing in doorway.			
2) All exterior doors will be kept locked throughout the day except for one leading into the main office.	Administration	Periodic door checks throughout the day.			
3) All teachers and staff will use the "Give Me Five" method of gaining student attention in all school settings.	All teachers and staff	Evidence of students following procedure in classroom walk-throughs and large group settings such as cafeteria and assemblies.			
					

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:

Summative Evaluation 4:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will be assigned an Advisory Teacher and will meet for a 30 minute period with that teacher each day.	Administrator, Team Leaders				
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.	Administration	Results from the survey			
					

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:

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students and staff will participate in district food drive	Administration	Number of food items collected.			
2) Plan campus Veteran's Day Celebration on November 11th	Administration and Social Studies Teachers	Student feedback on spring surveys			
					

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:

Summative Evaluation 6:


Strategy Description	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.			
					

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement Ripples of Hope Month in April					
2) Celebrate Teacher Appreciation Week in May					
					

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Principal and Academic Team Leaders	Number of recognition given to students and results from end of year survey.			
2) A Principal Student Advisory Committee will be established made up of eighth graders that will advise school administrators on student concerns.	Principal	Participation of students and results from end of year survey.			
3) At least four pep rallies/assemblies will be held with students participating in new traditions such as chants, dance moves, skits and games.	Principal and School Spirit Faculty Committee.	Student participation in pep rally\assembly activities.			
4) A school store will be established to sell school spirit wear and supplies.	Principal and School Spirit Faculty Committee.	Amount of good sold.			
					

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 2016 STAAR tests.

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Interdisciplinary/Academic Teaming will be continue for the 2016-17 school year.	Principal, PLCs	Student performance on unit assessments, checkpoints and STAAR results.			
2) Ensure alignment of curriculum, instruction, and assessment with student expectations by utilizing campus-wide PLC protocols	Campus Administration, Curriculum Specialists, Teachers	Walk-throughs, results on unit assessments, PDAS			
3) Teachers will meet for one 45 minute PLC each week to discuss, collaborate, analyze data and design learning activities.	Administration, Curriculum Leaders	Meeting agendas, lesson plans, minutes from meetings			
4) Progress monitoring through unit assessments, curriculum checkpoints, and teacher assessments will occur on each student in each core subject.	Faculty, Administration	Data reports, progress of students			
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	Teachers, Administration	MAP reports and data			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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 2015-16 school year.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ensure alignment of curriculum, instruction, and assessment with student expectations by utilizing campus-wide PLC protocols	Campus Administration, Curriculum Specialists, Teachers	Walk-throughs, results on unit assessments, PDAS			
2) Interdisciplinary/Academic Teaming will continue for the 2016-17 school year.	Principal	Student performance at grading periods and STAAR results and fewer discipline referrals.			
3) Students will be given opportunities to participate in enrichment activities during Advisory Period three out of five week days.	Teachers, Campus Administration	Number of students in attendance at enrichment activities.			
4) Students will reflect on and use their data from formative assessments given	Students, Teachers	Student data reflection sheets			
					

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:

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Before and after school tutorials will be held for students needing remediation and interventions.	Teachers, Campus Administration	Number of students in attendance at sessions.			
Funding Sources: Compensatory Ed - \$0.00					
System Safeguard Strategy 2) For all students who did not pass 2016 STAAR Reading time will be provided during the school day for specific remediation.	Administration, after school staff member	2016 STAAR Reading scores for all students who didn't pass prior STAAR.			
Funding Sources: Compensatory Ed - \$0.00					
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	Administration and ELAR Teachers	2016 STAAR Reading scores for all students who didn't pass prior STAAR.			
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	GT Teachers and Advanced Academic Teachers	Increase in 2018 master level STAAR scores			
5) Time during the school day will be provided for LEP students to attend sessions that will enhance writing and reading instruction.	Principal, ESL Teacher	TELPAS Scores, 2016 STAAR results.			
Funding Sources: Compensatory Ed - \$0.00					
6) Each Academic Team will have a teacher representative to monitor RtI students and report back to the academic team.	Administration, Team Leaders	Progress made and STAAR results of identified RtI student			
7) Time during the school day will be provided for SPED students to attend sessions that will enhance writing and reading instruction.	Administration, SPED Case Managers	Progress made on ARD goals, 2018 STAAR results			
Funding Sources: Compensatory Ed - \$0.00					
					

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:

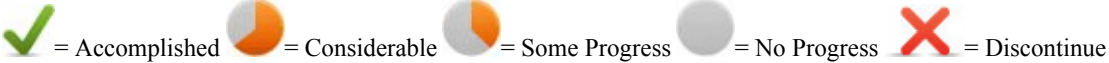
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will be able to attend after-school PD sessions provided by the district.	Campus Administrators, ESC Professional Development Department, Curriculum Specialists	Number of sessions held and teacher attendance at sessions.			
2) 4) Teachers will observe other teachers in same content and different content areas.	Campus Administrators, Campus Curriculum Leaders	Teacher feedback reports			
3) Teachers will be trained in Cain and Laird's Fundamental Five and it will be implemented in sequence throughout the school year.	Principal and Administrative Staff	Data from the Fundamental Five walk-through forms.			
					

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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
<p>System Safeguard Strategy</p> <p>1) Three writing passages that students will complete leading up to the Writing STAAR test will be scored using a rubric that will evaluate progress made.</p>	ELA teachers, Writing Specialist	Results from the writing samples.			
2) All ELA teachers will attend a refresher professional development session over Writers Workshop.	Principal, Writing Specialist	Attendance of session.			
3) The ELA Learning Specialists facilitate an afternoon writing strategies workshop for all ELA teachers.	Principal, Writing Specialist	Attendance at workshop.			
					

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:

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All Special Education students will receive individualized interventions, remediation and enhancement as needed prior to the STAAR Tests.	Administration, Science and Special Education staff.	Passing rate on the 2018 STAAR Test.			
Funding Sources: Compensatory Ed - \$0.00					
					

Goal 3: Attract, retain, and value a quality staff

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) For each new hire, a team of teacher leaders in that discipline will participate in the interview process.	Teacher Leaders, Administration	Interview notes			
2) Each new hire will have a "mentor" or "buddy" teacher to help be inducted to the faculty of McMillan.	Administration	Feedback from mentor teachers.			
					

Goal 3: Attract, retain, and value a 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:

Summative Evaluation 2:

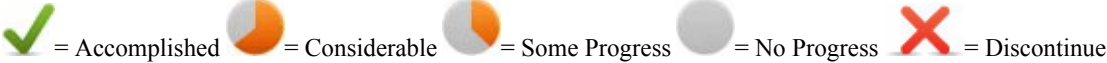
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Working with the district professional development department, all teachers will complete contractual professional development requirements prior to the first day of school	Teachers, Principal	Completion of comp hours as recorded in Workshop.			
2) At least four times during the year, teachers will attend and participate in a professional development presentation by an educational expert.	Administration	Sign-in sheets, handouts and agendas from sessions.			
3) All Social Studies teachers will be trained in the Kagan method of teaching	Principal	2018 Social Studies STAAR results			
					

Goal 3: Attract, retain, and value a 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:

Summative Evaluation 3:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Social Studies Teachers will utilize an on-line text book and each student will have use of a Chromebook in class for instructional purposes.	Principal, social Studies Teachers	Lesson Plans, results from formative assessments, campus walkthrough data			
2) Technology training opportunities will be offered at least four times throughout the year.	Campus Administration, Media Specialist	Number of sessions held and teacher attendance at each session.			
					

Goal 3: Attract, retain, and value a 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Administration	feedback from teachers			
2) A "compliments bulletin board" will be utilized for teachers to make note of accomplishments of other teachers in the organization.	Administration and Teachers	number of compliments posted			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each classroom will contain at least one teacher computer, one student computer, projector and document camera.	Principal	Inventory of equipment in each classroom.			
2) Selected teachers will become the leading technology experts on campus by mentoring other teachers on new equipment and teaching strategies using technology.	Campus Principal, Lead Teachers	Teacher surveys and Walk-through results of use of innovative technology during the class activities.			
3) The Media Specialist will be available to all teachers to help integrate technology into classroom activities	Media Specialist	Feedback from teachers, students and Media Specialist.			
4) A committee of teachers and staff will be formed to provide incentives, rewards, fun activities, and free things to teachers throughout the year.	Administration and M&M Committee Members	Teacher participation			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Manage growth in a way that ensures functional equity

Performance Objective 2: Students will have equitable access to resources and technology across classrooms.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) 1) Each classroom will contain at least one teacher computer, one student computer, projector and document camera.	Principal	Inventory of equipment in each classroom.			
2) The Media Specialist will be available to all teachers to help integrate technology into classroom activities.	Media Specialist	Feedback from teachers, students and Media Specialist.			
					

Goal 5: 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:

Summative Evaluation 1:






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each 7th grade student will take career inventory\aptitude\survey	Administration, Counselor	Results of survey.			
2) 8th grade students will work with parents and high school counselors in selecting courses for the freshman year.					
3) "Mapping Your Future Mondays" will occur in all ELA classes where students watch a short video over different careers.	Counselor, ELA Teachers	Number of videos shown, student informal feedback and from surveys			
					

Goal 5: 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:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will be offered and encouraged to attend before and after school tutorials and evening school.	Administration and Teachers	Grade reports and student attendance at tutorials and evening school.			
2) The counselor will provide opportunities for students to plan their high school career path when registering for high school classes	Counselor	Student high school graduation plans			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: 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:

Summative Evaluation 3:


Strategy Description	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	Administration and P.E. Teachers				
					

Goal 5: 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:

Summative Evaluation 4:

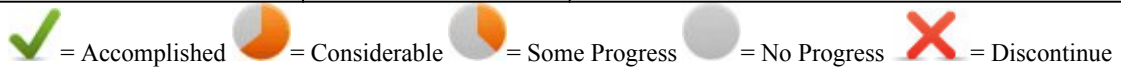
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) By May of each school year, score at least at the Bronze Level on the Smarter Lunchroom scorecard at each campus	Principal	All communications sent out pertaining to nutrition			
2) Consistently post 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.	Principal	Menus and nutritional information posted			
3) Provide nutrition education topics on the digital menu boards including the addition of one nutrition fact per week.	Principal	Messages displayed on digital menu boards			
					

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 5: The District shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education

Evaluation Data Source(s) 5:

Summative Evaluation 5:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each campus advisory committee will determine appropriate annual professional development for staff responsible for nutrition education.	Principal	Notes from committee meetings			
2) Junior High and High School Campuses will increase access to equipment that promotes physical activity.	Principal, Coaches	Planned and accomplished physical activities hels			
					

Goal 5: Prepare students for a successful life beyond high school

Performance Objective 6: : 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) 6:

Summative Evaluation 6:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) School wide activities will be planned involving students, families and staff that promotes physical activities	Principal, School Nurse and Physical Education Teachers.	Number of participants and feedback from student and parent survey.			
					

Goal 6: 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	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Through their academic teams, students will receive regular recognition for academic achievement and character accomplishments.	Academic Team Leaders, Principal and Administration Staff.	Number of awards given. Student feedback on end of year survey.			
2) One student per week will be chosen as "Student of the Week" by one of the Academic Teams	Academic Teams	Number of students chosen			
					

Goal 6: 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:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All communication concerning up coming events, student recognitions, student news, overall information will utilize all media available and appropriate.					
					

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	2	For all students who did not pass 2016 STAAR Reading time will be provided during the school day for specific remediation.
2	5	1	Three writing passages that students will complete leading up to the Writing STAAR test will be scored using a rubric that will evaluate progress made.

State Compensatory

Budget for Mcmillan Junior High School:

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

Personnel for Mcmillan Junior High School:

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

Campus Funding Summary

Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1			\$0.00
2	3	2	materials, stipend for staff member		\$0.00
2	3	5	materials, stipend for staff member		\$0.00
2	3	7			\$0.00
2	6	1			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,640.00
+/- Difference					\$7,640.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,400.00
+/- Difference					\$1,400.00
Grand Total					\$0.00