

# **McKinney Independent School District**

## **Johnson Middle School**

### **2020-2021 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.

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# Comprehensive Needs Assessment

Revised/Approved: September 15, 2020

## Demographics

### Demographics Summary

Scott Johnson Middle School (SJMS) has approximately 930 students in grades 6-8. The student body is diverse, as approximately 52% of students are white and 26% are African American; additionally, 41% are considered Hispanic. 54% of the students are economically disadvantaged and receive free or reduced lunch; 34% are considered "At-Risk." Additionally, approximately 8% are GT, 15% of students are classified as Limited English Proficient, and nearly 17% receive Special Education services, including three centralized programs (FAC, STC, and ALC). The SJMS student population lives in the Northern and Eastern sides of the school district, which geographically constitutes more than two thirds of the district zone. The campus mission has been simplified to focus on all students being kind and growing academically. Safety and educational engagement are emphasized for each member of the campus, and educational success is to be evident in that all students are to become better prepared for academic success in high school, college, and beyond by the time they complete their journey at SJMS.

### Demographics Strengths

The strength of our campus comes from our varied demographic groups. Students are able to learn from each other in a setting where different cultures and backgrounds are important to our success as a campus.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The number of staff members for each demographic area is not reflective of the student body. **Root Cause:** There has not been an abundance of Hispanic candidates in the interview pool.

# Student Learning

## Student Learning Summary

Scott Morgan Johnson Middle School is measured using a variety of methods, including standardized tests such as the State of Texas Assessments of Academic Readiness (STAAR) and the Measures of Academic Progress exams (MAP). The STAAR system is a series of criteria-referenced exams that compare student achievement to a grade level standard established by the state of Texas.

The campus results for MAP mathematics testing demonstrate high levels of student achievement as well. More than 60% of students met or exceeded their projected annual growth according to MAP test results for the previous year. The testing body overseeing MAP exams, the NWEA, reports a 40-60% range of a campus' total population achieving annual goals as typical across the United States. It is apparent that math growth exceeds the national norm.

For its record of high student achievement, SJMS was revalidated as an AVID National Demonstration School and a Site of Distinction. SJMS was also revalidated as an NASSP National Breakthrough School.

## Student Learning Strengths

The strengths of SJMS students are many. SJMS achieved the "Met Standard" rating for academic achievement as evidenced on Texas' STAAR exams, the highest rating awarded in the state. SJMS earned 3 distinctions from the state. The distinctions were for Social Studies achievement, Science achievement, and Comparative Closing the Gaps.

STAAR data points to Math as an area of relative strength, demonstrating growth in both passing standard achievement and in advanced performance achievement. Writing scores and Science scores showed growth for advanced performance achievement. Looking at MAP data, more than 60% of tested students for each grade level exceed the national norm for their test performance in math, exceeding the growth level of a typical campus in the U.S.

# School Processes & Programs

## School Processes & Programs Summary

In consideration of instruction and curriculum, the teachers of SJMS teach curriculum standards as designed by the district for the current school year. Additionally, all faculty are trained in utilizing the newly adopted curriculum system resources that will streamline planning, data analysis, and progress monitoring. In regard to quality of staff members at SJMS, the quality of staff is continually being improved yearly through staff development opportunities, mentoring, the evaluation and support system for faculty, and the Campus Improvement Plan process. Through the use of Winocular and the Gallup Poll Survey the administration adheres to district mandated guidelines and SJMS 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.

The implementation of Texas Teacher Evaluation and Support System (T-TESS) - serves the needs of teachers, and has given them a voice in their desired growth. This in turn should continue to increase career satisfaction, as well as teacher autonomy and capacity.

In regard to quality of staff members at SJMS, the quality of staff is continually being improved yearly through staff development opportunities, mentoring, the evaluation and support system for faculty, and the Campus Improvement Plan process. Through the use of Winocular and the Gallup Poll Survey the administration adheres to district mandated guidelines and SJMS 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.

The implementation of a new evaluation and support system - the Texas Teacher Evaluation and Support System (T-TESS) - serves the needs of teachers, and has given them a voice in their desired growth. This in turn should continue to increase career satisfaction, as well as teacher autonomy and capacity.

Finally, the organization of the campus, from processes and schedules to administrative leadership, is all planned in an effort support students. The master schedule is designed to meet the needs of diverse learners, and to create opportunities for personal learning experiences. Faculty and staff are trained on how to intentionally build relationships for the purpose of whole-child development, as well as foundational academic achievement. The formal leadership team works collaboratively and through delegation of responsibility with other formal and informal leaders in an effort to create a campus that accounts for diverse needs through the contribution of diverse perspectives.

## School Processes & Programs Strengths

For instruction and curriculum, the work on re-aligning district learning goals and state standards has and will continue to help teachers design lessons that are conducive to successful learning. The teachers are now able to view not only a vertical, but a horizontal alignment per grade level(s) that was not as evident as before. Being able to access curriculum and resources in more efficient ways enhances educational consistency at the campus and district level and helps ensure that common unit assessment data is a reliable source for visiting and re-visiting learning goals.

With regard to staffing, SJMS strives each year to maintain at least 95% of our current staff population by building leadership capacity and ensuring an intellectual, stimulating, and supportive environment. Each year we strive to lose less than 5% of professional staff through attrition, not due to Reduction in Force (RIF), retirement, or transfers. Additionally, SJMS intentionally works to develop leadership among our ranks, allowing faculty and staff to learn and grow as desired.

Finally, the results of structural and programmatic planning for students, along with shared leadership, have shown much fruitfulness. The emphasis on appropriate adult-student relationships, along with the acknowledgement of student achievement is evident throughout campus. SJMS intentionally celebrates specific students on a regular basis and for a variety of reasons. These acknowledgements invariably connect back to the core character values of the campus: Tiger P.R.I.D.E. (perseverance, respect, integrity determination, and excellence).

# Perceptions

## Perceptions Summary

At Scott Johnson Middle School the focus is on kindness and student academic growth. Every student is to share responsibility in his/her learning and achieve his/her potential. Every student will demonstrate the characteristics of Tiger P.R.I.D.E (Perseverance, Respect, Integrity, Determination, and Excellence). Every student will successfully transition out of SJMS into a future educational setting as a contributing member to their own continued educational growth.

## Perceptions Strengths

The strength of the Scott Johnson's culture and climate is directly related to the impact that our Parent Teacher Organization and staff have in committing themselves to the students on this campus. The principal has established a student leadership group that meets 5 times a year to discuss the issues relative to students in the school. The Community in Schools Liaison has established groups for struggling students and has identified specific topics through the mentor program. The ESL program has a student group that meets each week to work on immersion of our ESL students. The administration and staff have created a positive climate through utilizing Tiger P.R.I.D.E. (Perseverance, Respect, Integrity, Determination, Excellence). Character values and expectations for high academic achievement are reinforced on our daily announcements and in the classrooms each day. Students can earn Tiger Wrist Bands, Tiger Tickets, and special recognition at our Tiger Pride Awards each quarter. The campus mission and AVID program college-bound messages are posted in each room of the building and broadcast on the school website and newsletters. Scott Johnson faculty and staff continue modeling core values exemplified in character-development presentations, as well as in the district's Live Kind initiative.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- STEM/STEAM data

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

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

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

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1:** Scott Johnson Middle School 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:** The faculty, staff, students, parents, and community perceive the school environment and safe and orderly.

**Evaluation Data Sources:** Review of survey instruments about student safety.

<p><b>Strategy 1:</b> 1. Set clear expectations and consistently enforce rules. Campus expectations, student handbook, and COVID procedures will be reviewed at the beginning of the school year. Administration and faculty will work collaboratively through out the year to ensure consistent implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas for Admin, department meetings, and faculty meetings. Creation of COVID protocols for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and faculty</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 2. Maximize the use of available communication systems regarding safety: TIP 411, call out system, letters, SRO,</p> <p><b>Strategy's Expected Result/Impact:</b> Tiger Tales, call outs, constant contacts</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, SRO</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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<p><b>Strategy 3:</b> 3. Ensure there is a positive campus culture for all by implementing campus activities and classroom discussions that focus on the MISD Live Kind initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in discussions, collaborative conversations, and modeling by staff - this will positively impact student behavior, improve campus cultural, and build stronger relationships throughout the campus.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Scott Johnson Middle School 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:** SJMS will provide opportunities for staff, students, parents, and the community to provide input regarding the optimal functioning of the school.

**Evaluation Data Sources:** Survey results, meeting agendas

<p><b>Strategy 1:</b> 1. Digital surveys for staff, students, parents, and community members. Data will be collected and analyzed by the "A Team" to develop a more orderly, safe, and collaborative campus.</p> <p><b>Strategy's Expected Result/Impact:</b> More orderly, safe, and collaborative campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Department Chairs, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1:** Scott Johnson Middle School 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:** Staff and student achievements will be consistently and appropriately celebrated.

**Evaluation Data Sources:** Social media submissions for #tigerpride.

**Summative Evaluation:** Met Objective

<b>Strategy 1:</b> 1. Tiger Pride awards will happen quarterly, students will be nominated by teachers for each award. <b>Strategy's Expected Result/Impact:</b> Increased motivation. <b>Staff Responsible for Monitoring:</b> Faculty <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 2:</b> 2. Tiger Teacher of the week will be nominated and celebrated by staff. <b>Strategy's Expected Result/Impact:</b> Increased morale. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 3:</b> Staff and campus achievements will be consistently and appropriately celebrated via social media. Social media submissions for #tigerpride. <b>Strategy's Expected Result/Impact:</b> Increase morale and engagement <b>Staff Responsible for Monitoring:</b> Campus Administration, MRS <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Scott Johnson Middle School will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 1:** SJMS will utilize data to monitor, intervene, and increase student progress.

**Evaluation Data Sources:** Documentation fro data meetings and PLCs

<p><b>Strategy 1:</b> 1. Teams will meet to evaluate student progress and review strengths and weaknesses per TEKS in data meeting based on District Assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will know their students strengths and weakness and develop intervention plans to address areas of weakness.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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<p><b>Strategy 2:</b> 2. ESL Data room walk throughs will occur after each quarter to analyze ESL Cohort student data and review interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will analyze assessment results and collaborate on intervention strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Scott Johnson Middle School will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 2:** SJMS will commit to fully implementing the MISD Model of Instruction (MOI) and the campus PLC process.

**Evaluation Data Sources:** The "A Team" (Campus Administrators, Instructional Coaches, and Department Heads) will be the driving force for establishing effective teaching strategies.

<p><b>Strategy 1:</b> 1. Best practices like, but not limited to, AVID, WICOR, Kagan, and Fundamental Five will be utilized to support the school wide MOI.</p> <p><b>Strategy's Expected Result/Impact:</b> Walk through data, PLC notes and observations, student assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators and Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 2. School wide language of instruction is used consistently by faculty in the PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC agenda and minutes.</p> <p><b>Staff Responsible for Monitoring:</b> PLC members</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Scott Johnson Middle School will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 3:** SJMS will use professional development days as learning opportunities for teachers to continue their professional growth.

**Evaluation Data Sources:** T - TESS

<p><b>Strategy 1:</b> 1. Staff will participate in 3 professional development days: October 12, 2020, January 4th, 2021, and February 15, 2021.</p> <p><b>Strategy's Expected Result/Impact:</b> Documentation from professional development days.</p> <p><b>Staff Responsible for Monitoring:</b> Central Office and Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 2. SJMS teachers participating the the ESL Cohort will attend the Seidlitz Sheltered Instruction training for instructional strategies for our ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Training and evidence of SI strategies being utilized in lesson plans and in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Central Office</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> 3. SJMS will participate in job-embedded professional development, based on the individual needs of teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved instructional strategies and self analysis.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Coaches</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Scott Johnson Middle School will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 4:** SJMS will use AVID as a support system for students to ensure increased rigor to prepare them for college readiness.

**Evaluation Data Sources:** Percent of students in AVID, increased STAAR results

<p><b>Strategy 1:</b> 1. SJMS will continue to use AVID as a support system for students.  <b>Strategy's Expected Result/Impact:</b> Accountability report at the end of the year.  <b>Staff Responsible for Monitoring:</b> Campus administration, AVID coordinators.  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 2. Teachers will be trained in WICOR (writing, inquire, collaboration, organization, and reading) strategies to use in the classroom.  <b>Strategy's Expected Result/Impact:</b> Training and evidence of use in the classroom.  <b>Staff Responsible for Monitoring:</b> Campus Administration and AVID Coordinators  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> 3. AVID will lead the student body in a college awareness week to support higher education.  <b>Strategy's Expected Result/Impact:</b> Activities during college awareness week.  <b>Staff Responsible for Monitoring:</b> AVID Coordinators  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Scott Johnson Middle School will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 5:** SJMS teachers will implement instructional strategies desinged to meet the needs of English Language Learners.

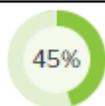
**Evaluation Data Sources:** Increase STAAR and TELPAS results. Increase number of students meet ESL criteria.

<p><b>Strategy 1:</b> 1. SJMS will implement the Seidlitz Sheltered Instruction model on campus in order to meet the needs of our ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect alignment with linguistic instruction (listening, speaking, reading, and writing in all content areas).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrations, ESL teachers, Cohort teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> TELPAS data and PLDs will be used early in the evaluation process to determine if the need is academic or linguistic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS scores and increase in students meeting exit criteria.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, ESL Teachers, IC</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Scott Johnson Middle School will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 6:** SJMS will develop and implement a more rigorous process to monitor the educational benefit of special education services to students.

**Evaluation Data Sources:** Mastery of IEP goals/objectives. DNQ numbers.

<p><b>Strategy 1:</b> 1. SJMS will provide and seek out training opportunities for teachers to improve the development of IEPs, progress monitoring, data collection, and instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Mastery of IEPs and objectives, increase in STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Special Education Lead Teacher, Special Education Teachers</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
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	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 2. SJMS Special Education Teachers will meet with core departments (ELAR, Math, Science, and Social Studies) to review expectations/strategies, ensure goal alignment with academic standards, and to foster the relationship between special education teachers and general education teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> More effective goal writing, and collaboration between departments, improved student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Special Education Department</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
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 No Progress  Accomplished  Continue/Modify  Discontinue				

# Addendums

Campus Information							
District Name	McKinney ISD	Campus Name	Scott Morgan Johnson Middle School	Superintendent	Dr. Rick McDaniel	Principal	Dr. Mitch Curry
District Number	043907	Campus Number	043907044	District Coordinator of School Improvement (DCSI)	Geoff Sanderson	ESC Support	Region 10
Assurances							
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Geoff Sanderson	
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.					Dr. Melinda DeFelice	
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.					Dr. Mitch Curry	
Board Approval Date	2019-10-22						
Prioritized Focus Area #1				Prioritized Focus Area #2			
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.			5.2 Effective classroom routines and instructional strategies.			
Rationale	ESL and SI teachers will create lesson plans with their collaborative teams that include clear objectives and specific, targeted strategies to meet the needs of their ELs, and formative assessments. Campus instructional leaders will provide feedback and planning support.			ESL and SI teachers will use SIOP strategies to support ELs during instruction, and ICs will work with small groups during class when appropriate. Campus instructional leaders will conduct regular walk-throughs and observations to ensure consistent implementation of expectations. Further, the MISD ESL department will provide additional support as needed.			
Desired Annual Outcome	To grow our EL learners at least one proficiency level each year, thus increasing academic achievement. Our goal is to raise our STAAR EL scores to the top quartile of our comparison group.			To grow our EL learners at least one proficiency level each year, thus increasing academic achievement. Our goal is to raise our STAAR EL scores to the top quartile of our comparison group.			
Barriers to Address During the Year	Teachers must be strategic and specific when planning Tier I instruction and assessments that focus on language objectives and academic objectives for ELs.			Ensuring that ineffective instruction is remediated immediately, which means instructional leaders must be in classrooms daily.			