

McKinney Independent School District

CRC

2019-2020 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

Needs Assessment Overview

Current challenges for our campus include the need for an additional Special Education assistant to help with servicing the large number of students who enter our facility each day. Providing resource and inclusion services to our Special Education students creates difficulty particularly when the county lacks the personnel to monitor teacher classes and Special Education teachers have to work with student within the core content class schedules. Our teachers are lacking in exposure to Juvenile Justice Education professional development. Funding is lacking for teachers to travel to other facilities to learn more about other educational programs that are may provide a better understanding of how to better deliver instruction to students housed in juvenile detention facilities. Teachers would also benefit from the opportunity to attend conferences dedicated to juvenile justice education.

Demographics

Demographics Summary

The students served at the Collin County Juvenile Detention Facility, also known as the County Residential Center (CRC), have been arrested by the police and detained. They are the most at-risk students in Collin County, most coming to us from one of the seventeen school districts in Collin County. On occasion, we serve students from outside Collin County and even from other states, having been arrested for breaking the law in Collin County. CRC also offers a highly regarded sex offender unit, which often helps students from other areas of the United States. Often, family support is nonexistent adding to the concern that our students may drop out of school upon release from our facility. Some have not attended school in two or more years.

Because of the nature of this educational facility, our mobility rate is 100%. Some students are released and return to their "home campus" while others complete their high school diploma or GED while incarcerated. Unfortunately, we are unable to track the completion rate because we serve students from ten years of age to just before the student's eighteenth birthday. We are able to track enrollment upon leaving our facility, but not after that.

Because students literally reside in the Collin County Detention Facility, our attendance rate is one hundred percent daily. Most of our students are from Collin County, however, some student's reside outside the state prior to their arrest in Collin County. Our class size averages 10-12 students per class, except in our computer lab which accommodates up to 24 students at one time.

Our student population fluctuates greatly based on data from the last six month the short term has served 460 students whose ethnic and gender identities are as follows: 69% males, 31% females, 38% White, 32% Black, 26% Hispanic and 4% Asian or Pacific Islanders. Our long term program has served 59 students who are identified as: 73% male, 27% female, 49% white, 31% black, 19% Hispanic and 2% Asian- Island Pacific.

The population in Collin County has grown from 481,675 in 2000 to 939,856 in 2016. The population growth is estimated to surpass one million between 2020 and 2025. What this means for the detention facility is increased diversity, more students in CPS, more mental health issues and more suicide watches which all impact student learning. Another impact on the detention center is the closing of several TJJD facilities and regionalization and the push to keep children local and reduction in funding at the state level. The impact of these changes for the county include: The detention population is going to continue to rise, increases in incidents in the facility, more mental health issues and more violence and violent offenders. The state legislature is also debating changing the age of juvenile defenders from 17 to 18 years of age which has the potential to increase the student population by 500.

Demographics Strengths

Student residents in our facility come from across the economic, ethnic and racial spectrums. Students and teachers have a unique opportunity to learn more about other cultures, traditions, experiences including views on politics and religion in the small learning environment of each pod. Students are exposed to peers that may have achieved more academically and often those students serve as peer tutors.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Gathering data reliable data from students. **Root Cause:** Student mobility

Student Achievement

Student Achievement Summary

Because so many of our students are economically disadvantaged and because our students rarely stay in our facility more than one year, our overall scores on state assessments are lower than the state average of traditional high schools. Most of our students score lower in science and math than in other core areas tested as is the case statewide. Our scores also demonstrate a disparity between ethnic groups which mimic the statewide achievement gaps. We are working diligently to eliminate those achievement gaps, however, we are not able to compare one year to another, simply because we do not have the same students each year.

Adding to the difficulty of tracking our student's performance is the transiency of our student population. Some students have not been attending school regularly and a few each year have missed an entire year or more of formal education. We almost always receive new students on the day of formal testing without the opportunity to work with them prior to the exam. This requires us to perform immediate research to determine whether the student is eligible to test and the correct test required. Students arriving on the day of a State Assessment or the night before are generally not in the frame of mind to perform at their optimal level.

Our special education student scores are somewhat lower than their counterparts in a traditional school, however, all student groups performed well relative to their placement in a detention facility. Interestingly, our students consistently are recognized for College Readiness Skills, which is a great sense of pride for us and demonstrates the commitment of our teaching staff.

Collin County Detention Administration and Staff are responsible for the safety and security of the students entrusted to this facility. The McKinney ISD staff does not question the pod in which a student is placed. Co-respondents in a case, students from rival gangs and certain other issues to which we are not privy, preclude us from grouping students according to grade level and course. For these reasons, students aged ten through seventeen live and study in the same pod together. It is much more difficult to teach elementary, middle and high school students simultaneously than separated by grade levels.

A typical day for a math teacher includes a seven period school day with one conference period. During each class period, the math teacher may teach several of the following courses: Fifth, Sixth, Seventh and Eighth Grade Mathematics, Algebra I, Geometry, Algebra II, Mathematical Models with Applications, Pre Calculus and Statistics. Many of our students are enrolled in Eighth Grade Mathematics and Algebra I but usually, of the ten to twelve students in each pod, at least three courses are taught during the same period.

Additionally, teachers must be prepared for new students each day. Teachers never have advance notice of new students (in short-term pods) and often have a student for a course they have not been teaching and for which they have not prepared. Our teachers face issues that teachers at traditional campuses never face.

Because of the unique characteristics of our alternative campus, we are only eligible for one of two ratings: Academically Acceptable or Academically Unacceptable. We have achieved the Academically Acceptable Rating each year.

Because we do not keep students longer than one year (as a general rule) and often, students are incarcerated for one day to two weeks, we are not able to provide longitudinal data trends or concerns.

CRC is a GED testing site and offers the GED to students who are court ordered to take it. The number of students taking and successfully completing the GED has increased exponentially over the past four years.

We are proud of our cooperative relationship with Navarro College and have increased the number of students earning college credits while incarcerated over the past two years.

Student Achievement Strengths

Our students are consistently able recover credits while in the detention facility. The use of the online classes for our long term students allows them to recover credits and complete electives during the they are completing their programs. Students who have proven to be academically stable also have the opportuntiy to recover credits through the Credit by Exam testing process. The structure of the facility allows for time for students to study for GED and TSI exams moving towards graduations and college credits something many would not make a priority on their home campuses.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The ability to get records from the other counties hinders our ability to provide grade level instruction for student as soon as they get to our facility. We have ten days to receive records from the home campus so determining what courses our students need to work on can be problematic.

Root Cause: The root cause of the problem is the mobility of our students.

School Culture and Climate

School Culture and Climate Summary

Our campus is unique because it is housed at the Juvenile Detention Facility for Collin County. Students are locked in their Pod approximately 23 hours per day, seven days per week. For this reason, "campus life" is significantly different from more traditional campuses. Teachers work diligently to help students earn credits and to support students who are behind academically. An emphasis is placed on differentiating our curriculum to enable all students to increase their academic skills and progress toward graduation and/or GED acquisition and college credits.

Most students find that although they do not have the freedom that others have, they earn more credits and even graduate because they are incarcerated, not in spite of their incarceration. They learn much more about themselves and build appropriate relationships with adults, sometimes for the first time in their lives.

Due to county residential requirements, students are housed in pods of no more than 12. This learning environment allows for teachers to develop more effective relationships with the Long-Term students. On the contrary, due to the transient nature of the Short-Term students, teachers have a harder time creating those relationships.

Collin County Officers are responsible for the safety and security of students at this location.

Because we receive students from at least 17 different school districts, we do not have testing data for students prior to incarceration. We are told that most of our students have drug issues when they are not incarcerated, but we are not able to obtain data about specific students due to confidentiality reasons.

School Culture and Climate Strengths

Many students perform significantly better academically at our facility than in the previous year, and students are able to earn and recover more credits than at a traditional campus.

Due to county residential requirements, students are housed in pods of no more than 12. This learning environment allows for teachers to develop more effective relationships with the Long-Term students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Building relationships with students in the short term program is difficult as many suffer from substance abuse , mental illness and

lack of school attendance. **Root Cause:** The root cause is any number of family, substance or society issues that lead to youth incarceration.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All faculty are highly qualified and are recruited in the same manner as other teachers in our district. It is our goal to continue to increase the minority representation of our professional staff to better reflect our student population.

Our staff attendance rates are lower than traditional campuses. Stress levels can be considerable higher when working with such at-risk youth. It is difficult to motivate students when they are facing significant life changing criminal charges. In addition, students meet with their attorney and the Judge which may negatively impact their motivation. Often, a parent or guardian tells the student they will visit them on a particular day, but the expected family member does not show up. Many times each year, several students are ordered by the court to a much more restrictive environment of the Texas Juvenile Justice Department (TJJD). These emotional factors impact our caring staff.

Literally dozens of Professional Development opportunities exist for our faculty through McKinney ISD and Region X Educational Service Center. Teachers who are not performing at a high level are encouraged to attend specific Professional Development to help them improve. New staff members are partnered with more experienced teachers to help them build capacity. Teachers engage in book studies campus-wide to increase their knowledge of best practices in education.

A budget increase is needed for this campus in order to send teachers and staff to appropriate conferences and training as is offered at traditional campuses.

Staff Quality, Recruitment, and Retention Strengths

All teachers are highly qualified in their core area and all teachers teach multiple courses simultaneously. Many teachers have taught on the campus for more than 5 years.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Recruiting quality teachers. **Root Cause:** Many teachers are not interested in teaching in a juvenile detention facility.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our detention center has become a GED Testing Site, as many of our students are Court Ordered to take the GED. Those court ordered to take the GED are significantly credit deficient and would otherwise, likely become a high school drop out. Upon earning their GED, students are then able to enroll at a community college and pursue a post-secondary education.

Our curriculum is aligned with state standards (TEKS) and McKinney ISD curriculum as much as possible. Because our students come to us from many different districts for various lengths of time, we do our best to accommodate the schedule the student was enrolled in at his "home campus."

The instructional rigor is not the level of traditional campuses. Many of our students are significantly behind academically, so we meet our students where they may be successful and work diligently with our students to obtain grade level. Our teachers are masters of differentiation so that all students are successful. Students are encouraged to participate in goal-setting to increase performance and to monitor their own progress.

With students only staying with us for a few days and up to a year, it is impossible to anticipate and work toward apples to apples comparisons year to year. We fervently work with all populations to help them improve academically.

Our students in our long-term pods are more successful in our environment than they were prior to their incarceration. Because our students are incarcerated, they all receive academic interventions and are on Tier III on RtI.

Curriculum, Instruction, and Assessment Strengths

Differentiating Instruction and Academic Improvement are our two greatest strengths. Teachers having to teach multiple grade levels in Core subjects creates more personalized instruction for students in a class of 12 or less.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The amount of time it takes to get accurate student records to make sure we are meeting students needs. **Root Cause:** The root cause of this problem is the mobility of student families and communication from school districts.

Parent and Community Engagement

Parent and Community Engagement Summary

Our family and community involvement are significantly limited because our students are incarcerated and not able to leave their Pod or the facility. In many cases, we are not able to contact the parent or guardian due to court orders.

Collin County Detention Administrators are responsible for a majority of the Family and Community Involvement. However, we provide guest speakers from all over the community, such as: military officers, trade schools, community colleges, authors, lawyers, outreach programs, performing arts theaters, and a host of great community leaders.

Parent and Community Engagement Strengths

When appropriate, teachers contact the parent/guardian and/or Probation Officer to inform them of student progress.

We provide guest speakers from all over the community, such as: military officers, trade schools, community colleges, authors, lawyers, outreach programs, performing arts theaters, and a host of great community leaders.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Limitations of parent involvement due to stipulations required by the court system. **Root Cause:** The dynamics of many of the families cause a disconnect with the students when they enter the facility either from neglect or protection from the courts.

School Context and Organization

School Context and Organization Summary

Students in our facility receive more attention than they have at their home campus and perform at higher levels. We hold a graduation ceremony once a year at which time our students are recognized for their perseverance in achieving through a difficult phase of their lives.

All students receive the state mandated 330 minutes of instruction. The long term student schedule also includes group counseling sessions from their program counselors. Our traditional class periods are 55 minutes long and teachers are required to provide tutoring as needed. The county required lunch period has been shortened from 90 minutes to 60 minutes to allow for more instructional time during the school day. The teacher's work day is the same length as other McKinney teachers, just distributed differently.

Our goals are aligned with McKinney ISD district goals. While impossible to predict improvement in specific areas due to the fluid nature of our student population, we are able to work toward increasing high school credits earned over the previous year for individual students who are with us six months or longer. We will also continue to work with our students to increase the Career and College Readiness Skills for which we have received commendations in the past.

Tracking student progress is impossible with our short-term students due to the length of their stay with us. Even our long-term students rarely stay in our facility for more than one year making it impossible to track longitudinal educational gains.

School Context and Organization Strengths

We have a very supportive county administrative staff whose goals coincide with our goal of bringing Trauma Informed Care to our students. Collaborations in training will strengthen the teacher/officer understanding of how children respond to trauma. As a result of this collaboration teachers and officers will work together during instruction to make sure the academic environment is conducive to learning. Teacher Collaboration with McKinney North High School's content teams has created a resource for our teachers that gives them the opportunity to stay in contact with what the main campus culture. This is an opportunity for our teachers many who have never taught on a main campus to gather valuable information on new strategies for teaching, assessment and pacing.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The nature of Juvenile Detention housing of residents often leads to classes being shut down due to student outburst so it is not unusual for classes to be shortened or even cancelled for security reasons. Often in short term students are pulled from classes for attorney meetings and court appearances. **Root Cause:** The nature of educating students who are housed in a detention facility.

Technology

Technology Summary

Our veteran teachers continue to use the Mac Books issued three years ago. Our computer lab was updated with 29 new computers and we also received 5 desk top computers for the teachers work space. Most of our Smart Boards are outdated and need to be upgraded because the county is planning to renovate technology in the near future providing in class internet capabilities.

Technology Strengths

The new computers in the computer lab have increased the capacity for students to learn in a timely manner.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of internet access for teachers to use during instruction. **Root Cause:** This is a county restriction.

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
- Campus Performance Objectives Summative Review from previous year

Accountability Data

- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Campus leadership data
- Professional development needs assessment data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student Learning and Accountability: McKinney ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 1: All students enrolled at least 6 months will demonstrate a minimum of 1.5 years improvement in reading comprehension.

Evaluation Data Source(s) 1: Pre and Post TABE Test Data.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will receive instruction based on his/her current level of reading comprehension.	Teachers	Improvement through TABE Test Data.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Student Learning and Accountability: McKinney ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 2: All students enrolled at least 6 months will demonstrate a minimum of 1 year improvement in writing skills.

Evaluation Data Source(s) 2: Pre and Post TABE Test Data.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will receive instruction based on his/her current level of writing.	Teachers	Improvement Data from TABE Test.				

Goal 1: Student Learning and Accountability: McKinney ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 3: All students enrolled at least 6 months will demonstrate a minimum of 1.0 years improvement in mathematics skills.

Evaluation Data Source(s) 3: Pre and Post TABE Test Data.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will receive instruction based on his/her current level of math.	Teachers.	Data from TABE Test.				

Goal 1: Student Learning and Accountability: McKinney ISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

Performance Objective 4: All teachers will participate in collaborative content area planning on a weekly basis with McKinney North Content area teachers.

Evaluation Data Source(s) 4: Lesson plans in Eduphoria

Summative Evaluation 4:

Goal 2: Human Capital: McKinney ISD will employ, recruit, develop, and retain highly qualified staff, reflective of our student demographics, to maximize learning for all students and staff.

Performance Objective 1: All newly hired teachers will be highly qualified in at least one core subject, with preference given to teachers with two or more certification areas.

Evaluation Data Source(s) 1: Documentation through TEA.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher searches will include verbiage to include preference for multiple subject certification.	Principal, Assistant Principal	Hiring of teachers with multiple certifications.				

Goal 2: Human Capital: McKinney ISD will employ, recruit, develop, and retain highly qualified staff, reflective of our student demographics, to maximize learning for all students and staff.

Performance Objective 2: All newly hired teachers will have the ESL Endorsement.

Evaluation Data Source(s) 2: Verification of the endorsement provided to the principal and assistant principal.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Include in all job posting ESL Endorsement required.	Principal, Assistant Principal	Documentation presented to principal.				

Goal 3: Fiscal Responsibility: McKinney ISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students and staff.

Performance Objective 1: Short Term teachers will utilize STAAR Test Preparation Materials for STAAR tested subjects.

Evaluation Data Source(s) 1: Purchase of additional specific STAAR Test Preparation Materials.

Summative Evaluation 1:

Goal 3: Fiscal Responsibility: McKinney ISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students and staff.

Performance Objective 2: Short Term teachers will utilize Modules to increase the number of electives offered.

Evaluation Data Source(s) 2: Module completion data, grade sheets

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will monitor student use of elective course modules.	Teachers	Module completion data, grade sheets				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Support Services: McKinney ISD will ensure district operations and Infrastructure promote student and staff learning.

Performance Objective 1: All teachers will take part in professional development growth opportunities during Academy Week, during district waiver days and throughout the school year.

Evaluation Data Source(s) 1: Documentation of portfolio in Eduphoria for each teacher.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Relate Academy Focus to the At-Risk student needs.	Principal, Assistant Principal	PDAS Evaluations, Walkthrough Evidence, Planning Notes				
2) Utilize Professional Development training according to student needs.	Principal, Assistant Principal	PDAS Evaluations, Walkthrough Evidence, Lesson plans, PLC meeting documentation.				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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Goal 4: Support Services: McKinney ISD will ensure district operations and Infrastructure promote student and staff learning.

Performance Objective 2: All Long Term students will be offered the opportunity of course acceleration through APEX and Plato online courses.

Evaluation Data Source(s) 2: Enrollment monitoring of APEX and Plato courses. Number of students enroll in APEX. Number of students enrolled in Plato.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Student performance will be monitored closely and all students will receive online opportunities.	Lab Teachers, Assistant Principal	Enrollment Data				

Goal 4: Support Services: McKinney ISD will ensure district operations and Infrastructure promote student and staff learning.

Performance Objective 3: All Long Term students will earn high school credit in APEX and/or Plato.

Evaluation Data Source(s) 3: Long Term students will earn a minimum of one credit if enrolled at least six months.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1) Teachers will encourage credit recovery and additional credit acquisition by all long term students.	Lab teachers, Assistant Principal	Enrollment Data, Course completion data.				

Goal 5: Communications: McKinney ISD will promote and enhance two-way communication among staff and maintain collaborative partnership with Collin County Juvenile Probation to maximize the success of all students and staff.

Performance Objective 1: The administration will meet regularly with County Officials to ensure the academic services delivered are of high quality and meet the unique needs of our student population.

Evaluation Data Source(s) 1: Documentation of monthly meetings.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principal or Assistant Principal meetings with the Director of Juvenile Services and Superintendent of CRC.	Principal, Assistant principal	Anecdotal notes, scheduled meetings, documented delivery of services changes.				

Goal 5: Communications: McKinney ISD will promote and enhance two-way communication among staff and maintain collaborative partnership with Collin County Juvenile Probation to maximize the success of all students and staff.

Performance Objective 2: McKinney ISD will maintain it's status as a GED Testing Site in order to facilitate successful completion of court mandated directives.

Evaluation Data Source(s) 2: Continued authorization from TEA and Pearson VUE as an official GED Testing Site.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Maintain active status with TEA and Pearson VUE.	Principal, Assistant Principal	Approval from TEA and Pearson VUE as a Testing Site.				

Goal 5: Communications: McKinney ISD will promote and enhance two-way communication among staff and maintain collaborative partnership with Collin County Juvenile Probation to maximize the success of all students and staff.

Performance Objective 3: Provide students dual enrollment courses and/or college courses through Navarro College through Distance Learning while incarcerated.

Evaluation Data Source(s) 3: Documentation of enrollment from Navarro College.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage students to earn the necessary credits to enable them to enroll in Navarro Courses while at CRC.	Assistant Principal, Teachers	Students enrolled in Navarro classes.				
2) Enable students to take Accuplacer to determine course eligibility.	Assistant Principal, Teachers	Student Data				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue