

**McKinney Independent School District**  
**McKinney High School**  
**2018-2019 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

McKinney High School is the original high school in McKinney. We are rich in tradition and legacy. We are looking forward to the construction of our new 1,000-seat auditorium, which is sure to be the nicest auditorium in the city of McKinney. The spirit of the “Lion Nation” is evident by the overwhelming support of the community for MHS. The staff at McKinney High understands the historical significance of the school to longtime members of McKinney.

The core of McKinney High School is based on providing relevant and engaging learning experiences for all learners. Our team embraces the belief that we are preparing students with the knowledge and skills to be successful for their next steps, post high school. McKinney High School is the oldest of the three high schools in McKinney ISD. The campus has undergone extensive renovations to the physical layout of the school, as well as a programmatic renovation that offer students the opportunities to explore 21st century career and technology opportunities. The spirit of the “Lion Nation” is evident by the overwhelming support of the community for MHS. The staff at McKinney High understands the historical significance of the school to longtime members of McKinney. The core of McKinney High School is based on providing relevant and engaging learning experiences for all learners. Our mission espouses the belief that we are preparing students with the knowledge and skills to be successful for their next steps, post high school. The projected enrollment at MHS for the 2019-2019 school year is 2959 students. Breakdowns by ethnicity and race show 514 African American students (17%), 940 Hispanic students (32%) and 1287 White students (44%). We have 1049 Economically Disadvantaged students (36%), 218 Special Education students (11%), 898 students At Risk (30%), 348 504 Students ( 12%)and 112 Limited English Proficiency (LEP) students (8%). The current enrollment projections have MHS continuing to increase in student population over the next several ye ars with a potential of over 3,000 students. The strength of McKinney High School among students is its diversity. The diversity that exists at MHS extends beyond ethnicity and gender, but encompasses economic diversity as well. The 243-member staff, includes 193 teachers, at MHS is a diverse group in ethnicity, gender, and year s of experience in education. As a campus, we pride ourselves in our diverse student body and faculty body. MHS is moving from a consumer model of technology use and into a producer model. All of our student body now has MacBook available to use in class100% of our students now have a digital device to access content through Canvas, everyday in their hands. Through technology, a variety of career technology classes with certifications, and AP/Dual Credit opportunities for kids, our students are best prepared for the 21st CenturyThe current enrollment at MHS for the 2017-2018 school year is 2,984 students. Percent breakdown by ethnicity for the three largest reporting categories show 20% African American, 30% Hispanic, and 50% White. We serve 1044 Economically Disadvantaged students (35%), 251 Special Education students (8 %) and 161 Limited English Proficiency (LEP) students (5.4%). MHS has 2,272 Advanced Placement Performance test completed with 55% of the exams scoring a 3 or higher. In the class of 2017 MHS had 52% of the students attending a 4 year college, 34% attending a 2 year college, 10% going into the workforce, and 4% enrolling in our armed services. In 2017 MHS had 515 students complete the TSI, ACT or SAT with the average score over the state and national average.

### Demographics Strengths

The strength of McKinney High School among students is its diversity. The diversity that exists at MHS extends beyond ethnicity and gender, but encompasses economic diversity as well. The projected enrollment at MHS for the 2019-2020 school year is 2959 students. Breakdowns by ethnicity and race show 514 African American students (17%), 940 Hispanic students (32%) and 1287 White students (44%). We have 1049 Economically Disadvantaged students (36%), 218 Special Education students (11%), 898 students At Risk (30%), 348 504 Students (12%) and 112 Limited English Proficiency (LEP) students (8%). The current enrollment projections have MHS continuing to increase in student population over the next several years with a potential of over 3,000 students. The 250+ member staff with 195 teachers at MHS is a diverse group ethnically, gender, and years of experience in education. As a campus we pride ourselves in our diverse student body and faculty body.

# Student Achievement

## Student Achievement Summary

McKinney High School embraces the enriching and innovative qualities of a diverse learning community. MHS will continue to recruit and retain a diverse staff that reflects the diversity of the student body. Using research-based staff development, we will foster awareness and build the capacity of our staff to work with students from all socioeconomic and cultural backgrounds. MHS participation and performance in Advanced Placement (AP) courses remains a focus. McKinney High School received the following student achievement recognitions for 2017-2018: Met Standards in student achievement, student progress, closing performance gaps, and postsecondary readiness. MHS received two distinction designation in social studies and postsecondary readiness.

## Student Achievement Strengths

In the last few years McKinney High School has been very successful in the SAT, ACT and PSAT Merit and AP Scholar programs McKinney High School has a large number of students enrolled in AP exams including more than 50% of our 10th grade students enrolled in AP World History. MHS has over 2,453 AP exams in 2017-2018 and over 743 tests were a 3 or greater. MHS PSAT performance resulted in the following recognitions:

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

# School Culture and Climate

## School Culture and Climate Summary

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

## School Culture and Climate Strengths

The teachers at MHS are our strongest asset. We have a great balance of veteran and new teachers that work together to bring our students the best learning experience possible. McKinney High School added instructional coaches in all core content as well as technology and testing. These teachers have been carefully recruited and will align with the vision and beliefs that make MHS a strong learning organization.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

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

## **Staff Quality, Recruitment, and Retention Strengths**

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

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

## Curriculum, Instruction, and Assessment Strengths

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



# Parent and Community Engagement

## Parent and Community Engagement Summary

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

## Parent and Community Engagement Strengths

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

# School Context and Organization

## School Context and Organization Summary

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

## School Context and Organization Strengths

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

# Technology

## Technology Summary

MHS is moving from a consumer model of technology use and into a producer model. We are an One to World campus. This means that 100% of our students have access to a Macbook for a nominal usage fee. Students who are low SES pay \$25 a year and non low SES students pay \$50 a year for laptop usage. As of 10-26-2017 95% of our students have paid their 2017-2018 laptop fee. We will work out a payment plan for students who struggle to pay the fee.

## Technology Strengths

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

# Comprehensive Needs Assessment Data Documentation

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

# Goals

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

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

**Evaluation Data Source(s) 1:** Every department at MHS will establish consistent protocols that addresses the functions of Professional Learning Communities (PLCs) this year.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All MHS Leadership will become literate in what a PLC truly should be at the high school level. Including communicating a clear vision of how instruction should be addressed in school.	ILT -	ILT will be able to implement PLCs within their respective departments. Attendance of APs at PLCs and department meetings. Communication of vision at faculty meetings.				
2) All staff will receive on the "Who" Spec sheet and Schletky Design Template to create engaging lesson to meet the needs for their "Who"	Principals, Instructional Coaches	Agenda, Sign In sheets, Lesson Plans				
3) Provide teachers with growth opportunities and time for reflection to improve campus instructional framework.	IC, TL, AP and principal	Teachers collaboration will lead to increase assessment scores. Agenda, Sign in sheets, Lesson plans				
4) Predominant instructional practices throughout the building are known and monitored and ongoing feedback is provided.	IC, and principals	walk throughs and observations				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 2:** Students, parents, and the community perceive the school environment as a safe and orderly and have formal ways to provide input regarding the optimal functioning of the school.

**Evaluation Data Source(s) 2:** Regular qualitative and quantitative data will be reviewed to access the safe and orderly environment of MHS through our school safety audit. MHS will create new opportunities for our stakeholders to have a voice in the operation of our campus or revise existing structures to encourage more stakeholder participation. Including the digital suggestion box and surveys

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The school safety survey will be administered to all three stakeholder groups (teachers, parents, students).	Campus Administration	Survey is given and structures are changed to address the needs of the campus.				
2) MHS will utilize Criminal Justice students to audit our safety practices	Campus Principal and Criminal Justice teacher	A student led effort to address safety needs is developed and implemented.				
3) An Operations Leadership Team, made up of teachers and paras will be created to address issues that impact the way decisions are made at MHS.	Campus Principal	Regular Meetings will exist and information shared with staff on the impact of the OLT.				
4) MHS will solicit input from a wide variety of student voices through regularly scheduled problem solving sessions with campus leadership.	Campus Administration and Counselors	The Principal's Advisory Council of 20 students will be established to address student concerns concerning the learning and security at MHS.				
5) Parents are given the opportunity to meet and discuss issues related to MHS.	Campus Administration	A full complement of parent meetings are available for parents that address a variety of topics related to teaching and learning (example PTO Lunch and Learn, Coordinated Health Meetings, MHS Town Hall Meetings, etc.)				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 3:** Staff will consistently, transparently communicate with peers, parents, and students.

**Evaluation Data Source(s) 3:** All stakeholders will have a defined role in the successful operations of the school. These groups will meet regularly with agendas, measures of success, etc.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide teachers prompt feedback on all discipline referrals.	MHS Admin	Communication with teachers will be seamless and prompt creating more confidence in disciplinary protocols				
2) Conference with teachers with excessive referrals	Admin	Stronger understanding of the disciplinary protocol by all teachers.				
3) Increased communication using new campus web page, Facebook, Twitter, Weekly Smore and Parent Link features.	Admin	Social media will serve to keep stakeholders informed about campus activities.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 4:** Implement procedures to reduce persistent misbehaviors and provide consistency in communication and the application of discipline procedures.

**Evaluation Data Source(s) 4:** Reduced frequency of discipline referrals and Discretionary DAEP placements. nalysis of student referral data trends.

- 1)All teacher referrals are consistently processed and clearly communicated.
- 2)Student consequences for similar offenses are consistent from all Houses.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implementation of Friday Night Live and daily detention.	Admin House Secretary	Utilization of detention to redirect inappropriate behavior will result in a decrease in ISS and OSS assignments.				
2) Prompt communication to parents by teachers and administrators when students have initial misbehaviors.	Teachers Admin House Secretary	Successful redirection of initial behaviors will result in a decrease in ISS, OSS and DAEP assignments.				
3) Continue to develop ISS structures and protocols.	ISS Teachers Admin House Secretary	Successful ISS structures and redirection of initial behaviors will result in a decrease in ISS, OSS and DAEP assignments.				
4) Periodically analyze rate and frequency of teacher discipline referrals.	Campus Administration and the campus Operational Leadership Team	Increased capacity of staff to manage and prevent disruptive behaviors.				
5) Discuss student discipline in weekly house principal meetings	Admin RtI Coordinator	Opportunity to identify discipline patterns and develop intervention strategies.				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						











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

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

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

**Summative Evaluation 1:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers with high numbers of low SES students are provided targeted practices to improve student learning.	Instructional Coaches and Assistant Principals	The number and percent of low SES students in danger of failing academically is reduced.				
2) Communities in Schools becomes a partner in developing clear strategies for helping meet the physical needs of low SES students.	Campus Principal and CIS liason	At least 60% of the students identified by CIS are receiving services are being academically successful (on track to graduate).				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

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

**Summative Evaluation 2:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MHS will incorporate ELL in PLCs to help plan lessons to meet the need of LEP students	ELL teachers, administrators	PLC Agendas, Lesson Plans, grades, assessments				
2) 2) MHS will continually have ELL training throughout the year to give new instructional strategies to meet the needs of ELL students.	Administrators, All ELL teachers,	Walk-Throughs, Lesson Plans, Agendas				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 3:** MHS will build a culture of post secondary readiness for all students.

- Evaluation Data Source(s) 3:**
1. Students at MHS will become aware of the tools MHS has available for post secondary options.
  2. MHS will create a comprehensive 9-12 post secondary readiness plan with information readily available for parents based on their student's grade level.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students are given a variety of tools to explore post secondary options.	Campus Instructional Leadership Team & MEF advisor.	Frequent post secondary events are available for all students. A campus four year plan of what students should be exposed to based on grade level. Amount of students visiting MEF.				
2) Students in Avid will have the opportunity to use AVID college readiness skills to apply for colleges through mentored time with Avid teacher.	Avid Teacher, Campus Instructional Leadership Team & MEF advisor.	Frequent post secondary events are available for all students.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 4:** Students are engaged with meaningful, authentic, applicable course work, with evidence of authentic literacy as well as, continue to develop a push for a rigorous curriculum that allows students to demonstrate mastery.

**Evaluation Data Source(s) 4:** Walk-through data will reflect use of design qualities, integration of technology, learning and content objectives posted and referenced, bell-to-bell instruction, checking for understanding and effective student feedback, more than 80% of students are on task, and high-level questioning.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will develop engaging lessons during weekly PLC focusing on quality instruction.	Admin Department Chair Team Leader Instructional Coach	Stronger lesson designs resulting in increased student engagement implemented in classroom during classroom observations.				
2) Professional learning on how to write and reference effective learning objectives and higher level essential questions.	Admin Department Chair Team Leader Instructional Coach	Stronger content and language objectives resulting in clear focus by students and frequent checks for understanding using higher order thinking questioning strategies.				
3) CANVAS is our student learning platform	Admin Department Chair Team Leader Instructional Coach Media Resource Specialist	Utilization of CANVAS as a learning platform in pilot classes. Pilot teachers will serve as trainers for next implementation teacher groups.				
4) 1) Teaching teams will embrace common formative and summative assessments as a matter of habit.	Instructional Coaches and Team Leaders	At least 80% of all assessments will be common to a team.				
5) Academic teams will utilize Schletchy design qualities when designing with the end assessment in mind to ensure rigorous and aligned curriculum.	Academic Teams, Instructional Coaches and Instructional Leadership Team	Team agendas for PLC, lesson plans, and assessments				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

# Goal 3: Structure in place for continuous improvement

**Performance Objective 1:** Teachers will incorporate Instructional Strategies in classroom which include AVID in the classroom.

**Evaluation Data Source(s) 1:** Walk through data will incorporate

**Summative Evaluation 1:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Weekly Avid Strategy will be sent out every Wednesday by AVID Coordinatore	Avid Coordinator Site Team	Utilizing weekly strategy in classroom through regular walk throughs				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						

**Goal 3:** Structure in place for continuous improvement

**Performance Objective 2:** The use of ELL strategies in all classrooms

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

**Summative Evaluation 2:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) EL Mini- Sessions will be provided by our EL team.	EL Team Principal	Increase in our EL numbers pass rate in class and EOC. As well as more LTEL dismissed from program				
2) Sheltered classes will be in place for students that need that structure and additional help as identified from our EL staff	Principal EL Staff	Increase in academic achievement for EL's in the classroom.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Structure in place for continuous improvement

**Performance Objective 3:** The use and integration of technology as producers in the classroom

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Design center will incorporate student input when design engaging lessons for students around technology.	Design Teams IC Principal	Increase in student academic achievement and output of products which include challenging life skills.				
2) PLCs on campus will incorporate student voice when planning daily lessons to incorporate best technology ideas to peak student interest.	Principle IC Content Teams	Increase of academic achievement and increase of technology in the classroom as evident in walk through data				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3:** Structure in place for continuous improvement

**Performance Objective 4:** The use of job-embedded professional development and opportunity for teachers to observe effective teaching will directly reflect instructional goals of teachers.

**Evaluation Data Source(s) 4:** Goal Setting documents, walk-throughs, observations and conferences with teachers. Through strive workshop data, lesson plans, and plc agendas

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Goal Setting documents reflect teachers growth needs and are monitored	principals	strive documentation				
2) All teachers will visit effective teaching strategies in their content and outside their content.	TL and IC	Notes, classroom walk throughs and reflections				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						