

McKinney Independent School District
McKinney North High School
2018-2019 Campus Improvement Plan



Mission Statement

McKinney North High School will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

McKinney North High School is 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

The 2018-2019 school year has MNHS with a projected enrollment of 2200 students. We've been able to maintain a consistent enrollment over the last few years with our current student demographics showing our ethnicity as follows: American Indian 0.38%, Asian 3.83%, African American 17.76%, Hispanic 23.4%, White 52.1%, Pacific Islander 0.29%, Other 2.20%. Within our current populations we have 27.4% Economically Disadvantaged, 8.9% Special Education, 2.20% ELL. The culture of our campus continues to focus on student success with emphasis on developing and maintaining positive student/teacher relationships/connections. Our student pride and school spirit at MNHS is at an all time high and through the development of strong student leaders we are able to maintain this environment.

Demographics Strengths

At MNHS the diversity of our school is what makes us a rich community. The development of a strong "family" culture has allowed us to develop viable relationships and connections that focus on high expectations. Daily experiences within the diverse population of MNHS prepare students to be successful, contributing citizens in the global community.

Student Achievement

Student Achievement Summary

Our core business remains focused on student success through continuous improvement and high expectations in all endeavors. We are committed to achieving a 100% graduation rate while equipping our students with the skills necessary to be successful after high school. As we enter the 2018-2019 school year, our focus remains on creating an environment that engages our students in relevant and purposeful learning. As an HRS Level 1 Certificated campus, a National AVID Demonstration School and a AVID Site of Distinction campus it is imperative that "best instructional practices" are evident in all classrooms. In achieving the 100% graduation rate, MNHS will instill accountability for personal growth, focus on establishing meaningful relationships, and designing lessons that are engaging, challenging and relevant.

Student Achievement Strengths

MNHS received the "Met Standard" rating for the 2017 TEA Accounting rating and earned 6 of 7 Distinction Designations (Math, Science, Social Studies, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness). Our overall STAAR results from the Spring of 2018 were as follows: Algebra I 92%, English I 79%, English II 85%, Biology 97%, US History 97%. While the number of students taking AP exams dropped from 1,616 to 1515, we saw consistency in over 99% of our students enrolled took the exam. Additionally, the numbers of 3,4, and 5s on AP exams increased to 61% overall which is the highest it has been in the last three years. Our 2018 seniors received more than \$10million in scholarships with 93% indicating they would continue study at the collegiate level. We continue to see our students excel in extra-curricular activities and post district competitions. Lastly, the development of strong student/teacher relationships has been pivotal to our overall success.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While overall student performance is high, there are still gaps in achievement between demographic groups that MNHS must continue to focus on improving each day.

School Culture and Climate

School Culture and Climate Summary

Creating the family environment at MNHS has been a key ingredient in our success over the years. Developing positive student/teacher relationships has helped create an environment that targets continuous improvement with our ultimate goal of success for all students. With established initiatives (AVID, PBIS, Fundamental Five, PLC, Kagan Strategies) we focus our strengths on providing best instructional practices in all classrooms. Our commitment to student success and achieving 100% graduation rate holds us accountable for establishing meaningful relationships and designing engaging lessons that are challenging, purposeful and relevant. Campus wide student and teacher leadership continue to be a strengths that support a positive culture and climate for MNHS.

School Culture and Climate Strengths

Without a doubt our strength lies in the development of positive relationships between students and teachers. As evidenced on previous surveys, students, teachers and parents ranked MNHS high in the development of positive relationships. Another strength is the unwavering desire of our teachers to hold our students accountable for learning but also their own person accountability in designing engaging, challenging and relevant lessons. Work within each PLC is vital to continued improvement in classroom instruction. Also, the strong leadership of key students and student groups remains a constant in maintaining a positive culture and climate. Our MNHS Student Council, PALs and AVID programs work to provide positive support to peers within thier classes, across the campus, and within the community to ensure positive connections and success for all students. In addition, our campus selected character traits that we wanted to highlight for all students.

The campus determined that all Bulldogs should have:

Respect

Kindness

Perseverance

Integrity

Accountability

These 5 traits were selected based as necessary for success both in and out of the classroom. We know that our job is to educate our

students in ways that help them to be most successful after they leave us and these traits were identified as necessary to ensure success. Teachers shared these traits with students at the beginning of the school year through lessons that helped to develop relationships between students and teachers in each classroom.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Maintaining a positive school culture and a continued growth of school spirit we must continually evaluate how we are developing opportunities for our students to serve as leaders, how we celebrate success, and acknowledge desired actions by students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

One area that remains a key to our success in retention of quality staff is the family atmosphere that is prevalent at MNHS. Survey data indicates that our staff felt that MNHS was a safe/orderly place to work, which also helps in staff retention. Celebrating success and honoring teacher's commitment to their students also aids in the retention of highly qualified staff at MNHS. In addition to a family atmosphere, our campus is committed to providing teachers the support they need to grow professionally. Through the implementation of the PLC, teachers have the opportunity to collaborate with peers about successful instructional strategies and development of lessons on a daily basis. Additionally, our leadership team works to update and improve our interview process to ensure we select the most qualified applicants for each open position. This past year we added a component to the interview process by asking candidates to teach a short 15 minute lesson to our team. We also asked questions that helped us determine the candidates understanding of the PLC process and how the PLC is used to support their growth.

Staff Quality, Recruitment, and Retention Strengths

As stated above, our family atmosphere has been a catalyst for our success. Our focus to support the work accomplished in campus PLCs has fostered an environment that encourages teachers to design creative, challenging and engaging lessons that support student learning. Empowering teachers with the autonomy to design lessons that meet students' needs has been a strength for our campus. Teacher leadership that focuses on high expectations across the campus has been a driving force in this area and has certainly strengthened teacher input into curriculum and instruction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McKinney North continues its focus and commitment on elevating the academic achievement of all students. The core business of our school remains focused on student success we must always use continuous improvement as our guiding force. Equipping our students with the tools necessary to be successful at MNHS and in the global community is our focus. As a National Model School for the C2G Initiative and as a National AVID Demonstration School, it is imperative that best instructional practices are evident in all classrooms. The 1:World Initiative is supporting integration of technology in the classroom, while increasing all student's access to quality resources. Our teacher leaders have embraced the effective use of technology being used in all classrooms.

Curriculum, Instruction, and Assessment Strengths

Campus strengths lie in the support provided by our Administrative team, Instructional Coaches, Intervention Specialists, Department Chairs and Team Leaders. These individuals are the core for our campus leadership team and their role is focused on achieving our core business of student success. They work closely with our staff to ensure the best instructional practices are being used when designing and implementing engaging lessons for students. Our PLC time is instrumental in maintaining our expectations for designing lessons that meet individual student needs. Interpreting data and using it to support student learning is a strength and focus for all PLC groups. Collaboration during PLC time and beyond is a cornerstone in our philosophy of supporting student success. Campus-wide data meetings have supported a better understanding of the needs of all students on the campus and developed a more holistic approach to school success for our campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and community involvement remain an integral part of our success at MNHS. MNHS parents show their support by high attendance rates at campus events like Showcase, Open House, Senior Awards, Pep Rallies and College Night. Additionally, parents and community members can be seen supporting MNHS students in extra-curricular activities and performances. Many Bulldog parents are involved through program booster clubs and the MNHS PTSO. Building a strong partnership with our parents is key to our success and the success of our students. The trust that is developed with our parents is foundational to the relationships we build with our students.

Parent and Community Engagement Strengths

Parents are cooperative and trust that decisions made at MNHS will help their child to be successful in school and after graduation. Parents provide support to the various booster clubs and organizations. Our attention to detail and our quick response to student and parental concerns have created trusting relationships with parents. Additionally, two-way communication between parents and school has created a trusting partnership that has aided in the growth of students from adolescents to adults.

Technology

Technology Summary

At MNHS we ensure that teachers and students have access to 21st century technologies. The 1:1 platform provided by MISD has moved the access of resources to a new level for all students while at the same time providing ways for students to create products that express their learning with more than just pen and paper. Additionally, the integration of Canvas has pushed the walls of the classroom beyond the physical barriers. Teachers and students continue to use the Google Suite to support instruction and facilitate collaboration.

Technology Strengths

Staff and students have high levels of expertise in using technology tools for research and increasing novelty and variety in the classroom. PLCs discuss ways to incorporate technology into learning activities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals







Goal 1: McKinney North 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 as safe and orderly.

Evaluation Data Source(s) 1: Review of survey instruments about student safety.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Set clear expectations and enforce rules consistently. Student Handbook and campus expectations will be reviewed during the first week of school. Administration and faculty work collaboratively throughout year to consistently implement campus and district expectations.	Administrators, faculty	Agenda for class meetings, agendas for Admin meetings, Department meetings and faculty meetings with calibration items listed				
2) Strategically implement the suggested improvements from the District and Region Safety Audits that took place during the 16-17 school year.	Administrators, Safety Committee and District Safety Office	Continuous improvement of campus safety and security.				
3) Maximize use of available communication systems employed regarding safety concerns: TIP 411, Call out system, SRO, letters	Administrators, local law enforcement	Principal's newsletter, constant contacts, call outs				
4) Implement Phase II of Positive Behavior Interventions and Support (PBIS) system to foster positive relationship, to create a safe and orderly environment. Train new staff on phase I during Academy.	All staff	Professional learning presented by faculty PBIS team during Academy Week. Referral and placement data indicate decreases in referrals and placement from the previous year. HRS quick data surveys				
5) Effectively monitor PLC practices to ensure a focus on assessment, remediation and enhancement for ALL students.	Administration, Department Chairs/Instructional Coaches	Weekly Administrative and Department Chair PLC agendas and minutes will include discussion of items added to the form.				

<p>6) Enhance the data/design room to monitor progress of Tier 2 and Tier 3 level interventions and facilitate the design of engaging lessons for ALL students.</p>	<p>All staff</p>	<p>Room organized for data meetings and meaningful collaboration.</p> <p>Identification of Tier 2 & Tier 3 students.</p> <p>Agendas of meeting to plan for intervention.</p> <p>Improvement of identified data metrics for students and student groups requiring intervention.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: McKinney North 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: McKinney North High School will provide opportunities for staff, students, parents and community members to give input on the optimal functioning of the school.

Evaluation Data Source(s) 2: Survey results, meeting agendas

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parents, students and teachers provide input on school operations through PTSO, CIT Booster Clubs and quick data surveys.	Students, parents, teachers	Meeting Agenda/Minutes; survey data				
2) House Advisory Councils will meet regularly for cross-grade level students to provide input to House principals on student needs.	Students, AP's	Meeting Agenda/Minutes; Project products (i.e Food Pantry)				
						

Goal 1: McKinney North 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 Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher of the Month candidates will be nominated by campus teachers and selected by campus administration.	Campus Leadership	Increased morale				
2) Bulldog of the week will be selected by the previous week winner and campus administration.	Campus Leadership	Increased motivation				
3) Celebration of classroom successes will be tweeted out using #Bulldogbacker	Campus Administration	Increased motivation				
						

Goal 2: McKinney North High School will engage ALL students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

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

Evaluation Data Source(s) 1: Using google docs we are able to review PLC minutes that will help determine agenda items discussed in PLC.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teams will write goals/commitments to improve instructional practices and student performance. Goals will be monitored and adjusted on a quarterly basis.	Team Leaders, administrators	Department Meetings/Summer Academy Posted in PLC document				
2) Within PLCs, common formative assessments are created and data is analyzed to assess student achievement and growth.	Team Leaders, PLC members	PLC Agenda minutes				
3) Campus Principals meet weekly with PLCs to monitor and assess progress toward goals.	Campus Administrators, Instructional Coaches	PLC Agenda Minutes, Data Question Responses, Google Doc				
4) The School collects and reviews minutes from PLC meetings to maintain a focus on student achievement.	Administrators, Instructional Coaches, Team Leaders	Google Doc/PLC Template				

Goal 2: McKinney North High School will engage ALL students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: The school community will collaboratively create the campus model of instruction and commit to full implementation.

Evaluation Data Source(s) 2: The MNHS Administrative team, Instructional Coaches and Department Heads will be the catalyst for establishing effective teaching strategies. Best practices for successful student engagement will be shared through professional development opportunities (gallery walks, small group instruction, and modeling) that allow teachers to demonstrate effective teaching strategies to peers during afternoon staff meetings.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Best Practices, such as, but not limited to Fundamental Five, AVID WICOR, and Kagan will be utilized to support the school wide model of instruction.	Campus Administrators, Instructional Coaches	Walk-through data, PLC observations, student achievement on assessments.				
2) The Professional Development plan addresses the needs of the school community as well as provides opportunities for growth to support the individual goals of teachers.	Instructional Coaches & Department Heads	Academy Agenda/Staff Meeting Agenda				
3) School-wide language of instruction is used consistently by faculty in their professional learning communities.	PLC members	PLC agenda template/minutes				

Goal 2: McKinney North High School will engage ALL students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: To ensure successful implementation of the campus model of instruction, campus leaders will monitor the utilization of high yield strategies in planning and instruction.

Evaluation Data Source(s) 3: MNHS Administrative team, Instructional Coaches and Team Leads will guide this process throughout the year. PD opportunities will focus on best practices that support student success in the classroom. Walkthroughs and teacher observations will help support this process.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Walkthrough data will be aggregated and discussed weekly to ensure predominant instructional practices are implemented consistently.	Campus Administration	Walkthrough forms, Administrative PLC minutes				
2) Instructional Coaches and Media Resource Specialist will utilize Canvas as a tool for teacher support and mastery of individual teacher instructional goals.	Instructional Coaches and Media Resource Specialists	Canvas Course				
<p>Critical Success Factors CSF 1 CSF 2</p> 3) MNHS teachers will commit to a variety of instructional strategies to support assessment, remediation and enrichment to meet the needs of ALL students.	MNHS staff	Walkthroughs, PLC minutes, Data room meeting agendas and minutes				


Goal 3: McKinney North High School will have structures and systems in place to improve the efficiency and effectiveness of educational programs in MISD to promote the teaching and learning process.

Performance Objective 1: To ensure a guaranteed and viable curriculum for ALL students across campus, through PLC discussion, teachers will have a full understanding of standards and student objectives for the courses they teach.

Evaluation Data Source(s) 1: MNHS Administrative team, Instructional Coaches and Team Leads will guide this process throughout the year. Walkthroughs, PLC agendas and teacher observations will help support this process.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use the Four Question model to focus the curriculum and cluster standards so content can be adequately addressed in the time available.	Campus Administration, Instructional Coaches, Department Chair teachers	Google surveys: Testing center, Announcements, Academy feedback				
2) Data is analyzed interpreted and used regularly to monitor student progress by standard.	Campus Administrations, Instructional Coaches, Team Leaders	Meeting Agenda/Minutes				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 3: McKinney North High School will have structures and systems in place to improve the efficiency and effectiveness of educational programs in MISD to promote the teaching and learning process.

Performance Objective 2: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Evaluation Data Source(s) 2: Monthly review of our day-to-day operations.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 65% of school budget is allocated directly toward curriculum and instruction.	Campus Principal and Site Based Team	Site Based Approval				
2) Varied professional development opportunities will be continuously provided to support teacher understanding of content standards.	Administrators	Staff Meeting Agendas, Euphoria, Summer Academy Agenda; Canvas course for professional learning.				
3) Classroom disruptions will be minimized to provide teachers with adequate time to teach effectively.	Administrators	Field Trips require approval and academic relevance, calendars are reviewed, monitoring bell to bell, walkthroughs				
4) Use of technology will be appropriately directed to support the guaranteed and viable curriculum.	Administrators, MRS	1:World, Apple TV, Google Forms/Templates, Job imbedded modeling and teaching of technology strategies, MRS's attend PLC's, Digital textbook options				
