

# **McKinney Independent School District**

## **Johnson Middle School**

### **2021-2022 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Comprehensive Needs Assessment Data Documentation	7
Goals	9
Goal 1: Scott Johnson Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.	10
Goal 2: Scott Johnson Middle School will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.	12
Addendums	18

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Scott Johnson Middle School (SJMS) has over 900 students in grades 6-8. The student body is diverse, as approximately 57% of students are white and 25% are African American; additionally, 39% are considered Hispanic. 52% of the students are economically disadvantaged and receive free or reduced lunch; 39% are considered "At-Risk." Additionally, approximately 8% are GT, 14% of students are classified as Limited English Proficient, and nearly 17% receive Special Education services, including three centralized programs (FAC, STC, and ALC). The SJMS student population lives in the Northern and Eastern sides of the school district, which geographically constitutes more than two thirds of the district zone. The campus mission has been simplified to focus on all students being kind and growing academically. Safety and educational engagement are emphasized for each member of the campus, and educational success is to be evident in that all students are to become better prepared for academic success in high school, college, and beyond by the time they complete their journey at SJMS.

### Demographics Strengths

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

## **Student Learning**

### **Student Learning Summary**

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

For the 202-2021 school year all campuses and districts received a "Not Rated: Declared State of Disaster" label.

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

### **Student Learning Strengths**

STAAR data points to Reading as an area of relative strength, demonstrating growth in both passing standard achievement and in advanced performance achievement.

# School Processes & Programs

## School Processes & Programs Summary

In consideration of instruction and curriculum, the teachers of SJMS teach curriculum standards as designed by the district for the current school year. Additionally, all faculty are trained in utilizing the newly adopted curriculum system resources that will streamline planning, data analysis, and progress monitoring. In regard to quality of staff members at SJMS, the quality of staff is continually being improved yearly through staff development opportunities, mentoring, the evaluation and support system for faculty, and the Campus Improvement Plan process. Through the use of Winocular and the Gallup Poll Survey the administration adheres to district mandated guidelines and SJMS recruits highly qualified applicants. There is also an emphasis placed on securing candidates who relate to and can identify with our current student and community population.

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

In regard to quality of staff members at SJMS, the quality of staff is continually being improved yearly through staff development opportunities, mentoring, the evaluation and support system for faculty, and the Campus Improvement Plan process. Through the use of Winocular and the Gallup Poll Survey the administration adheres to district mandated guidelines and SJMS recruits highly qualified applicants. There is also an emphasis placed on securing candidates who relate to and can identify with our current student and community population.

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

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

## School Processes & Programs Strengths

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

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

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

# Perceptions

## Perceptions Summary

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

## Perceptions Strengths

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Violence and/or violence prevention records



- Tobacco, alcohol, and other drug-use data
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**





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

# Goals

**Goal 1:** Scott Johnson Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 1:** The faculty, staff, students, parents, and community perceive the school environment and safe and orderly.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. Set clear expectations and consistently enforce rules. Campus expectations, student handbook, and COVID procedures will be reviewed at the beginning of the school year. Administration and faculty will work collaboratively through out the year to ensure consistent implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Agendas for Admin, department meetings, and faculty meetings. Creation of COVID protocols for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators and faculty</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 2. Maximize the use of available communication systems regarding safety: TIP 411, call out system, letters, SRO,</p> <p><b>Strategy's Expected Result/Impact:</b> Tiger Tales, call outs, constant contacts</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, SRO</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 3. Ensure there is a positive campus culture for all by implementing campus activities and classroom discussions that focus on the MISD Live Kind initiative.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in discussions, collaborative conversations, and modeling by staff - this will positively impact student behavior, improve campus cultural, and build stronger relationships throughout the campus.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Scott Johnson Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 2:** SJMS will provide opportunities for staff, students, parents, and the community to provide input regarding the optimal functioning of the school.





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

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

**Goal 1:** Scott Johnson Middle School will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 3:** Staff and student achievements will be consistently and appropriately celebrated.





**Evaluation Data Sources:** Social media submissions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 1. Tiger Pride awards will happen quarterly, students will be nominated by teachers for each award. <b>Strategy's Expected Result/Impact:</b> Increased motivation. <b>Staff Responsible for Monitoring:</b> Faculty <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 2. Tiger Teacher of the week will be nominated and celebrated by staff. <b>Strategy's Expected Result/Impact:</b> Increased morale. <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff and campus achievements will be consistently and appropriately celebrated via social media. Social media submissions for #tigerpride. <b>Strategy's Expected Result/Impact:</b> Increase morale and engagement <b>Staff Responsible for Monitoring:</b> Campus Administration, MRS <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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





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

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

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

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





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

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

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

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





**Evaluation Data Sources:** T - TESS

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

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

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

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

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







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

**Performance Objective 5:** SJMS teachers will implement instructional strategies designed to meet the needs of English Language Learners and/or low SES students.

**Targeted or ESF High Priority**





**Evaluation Data Sources:** Increase STAAR and TELPAS results.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 1. SJMS will implement the Seidlitz Sheltered Instruction model on campus in order to meet the needs of our ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson plans will reflect alignment with linguistic instruction (listening, speaking, reading, and writing in all content areas).</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrations, ESL teachers, Cohort teachers, Instructional Coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> TELPAS data and PLDs will be used early in the evaluation process to determine if the need is academic or linguistic.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in TELPAS scores and increase in students meeting exit criteria.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, ESL Teachers, IC</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

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

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

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

# Addendums

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