

McKinney Independent School District
Evans Middle School
2016-2017 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.

Value Statement

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

Needs Assessment Overview

Campus Profile

Evans Middle School (EMS) is focused on providing students an excellent education while giving them the skills necessary to be productive citizens in the community in which they live. Our uncompromising commitment to achieve specific, measureable goals and inspire a passion for learning guides every campus-level decision. This past year EMS improved dramatically as evidenced by STAAR test results. Evans also has a record of accomplishment in extracurricular activities where multiple fine arts departments received top honors in UIL competitions. We also continue to demonstrate that a school can have high academic success and be a part of giving back to the community in which we live. Our students feel safe at school and know the appropriate ways to ask for help when necessary. EMS has approximately 1239 students in grades 6-8. Our student body is comprised of 25% economically disadvantaged students (307 students), 22% Hispanic students (274 students) and 13% African American students (159 students). EMS has 10% (124 students) of our students that qualify for the gifted and talented program, 25% (308 students) of our students are At-Risk, 10% (124 students) of our students receive special education services and 2% (24 students) of our students are Limited English speakers.

Key Findings

This past year, EMS was rated Academically Acceptable by the STAAR test. We outperformed the state average in reading, writing and science. We are currently awaiting guidelines from the state for our math scores. In all areas, our scores improved over the previous year's performance. An area that has been very successful for us in testing is our AVID (Advancement Via Individual Determination) algebra class. Every student that took algebra in the 7th and 8th grade passed the algebra end of course exam for the fourth year in a row. EMS is a national demonstration school for AVID, and this year we are applying to be a No Excuses University middle school.

Areas for Instructional Improvement

Evans Middle School will continue to focus on our economically disadvantaged students and our English language learners in all areas. There is an achievement gap that needs to be closed. In 6th and 7th grade, the Engaged Learning Model will be implemented in the areas of science and social studies. Professional Learning Communities (PLC) will continue to focus on designing engaging lessons for students.

Actions to Improve Student Performance

In order to achieve our goals EMS will continue to focus on our data meetings and implementing strong PLCs. EMS teachers will continue to look at data when designing lessons and participate in discussions to improve instruction. These data meetings will allow teachers to discuss and plan for improvement in low performing objectives. We will continue to have a school-wide focus on academic vocabulary. EMS will continue to provide professional development in the areas of design qualities, know your “who” and professional learning communities. In our second year of having an advisory period, EMS will focus on preparing students to make an IMPACT in the community, with a strong character education program.

Demographics

Demographics Summary

Evans Middle School has approximately 1128 students in grades 6-8, which is a decrease in overall population from previous years. Our student body is comprised of 25% (281) economically disadvantaged students, 23% (263) Hispanic students, 14% (159) African American students, 13% (135) American Indian students, 7% (75) Asian students, and 67% (753) White students. EMS has 10% (124) of our students that qualify for the gifted and talented program, 22% of our students are At-Risk, 11% (127) of our students receive special education services, including three centralized programs (STC, FAC, and DSSC), and 9% (97) of our students are Limited English speakers (including active ESL, first year monitor, and second year monitor).

Demographics Strengths

The strength of our student population is that it reflects the diversity of the City of McKinney. Students of different backgrounds learn to work together to build strength as a whole. Our students do a great job of accepting and embracing one another and working towards the common good of the school.

Demographics Needs

A major area of focus for Evans is our economically disadvantaged students. Many students who are disadvantaged do not take higher level courses (Pre-AP or GT), so they are over-represented in core classes. We are working diligently to identify students who meet the criteria for advanced courses and are providing them the support needed to be successful through the AVID (Advancement Via Individual Determination) program. Many of our disadvantage students ride buses to school, which makes it difficult for them to attend before and/or after school for tutorials.

Student Achievement

Student Achievement Summary

In the 2015-2016 school year, student achievement at Evans Middle School was assessed by using the state STAAR test and the Measure of Academic Progress (MAP) assessment. The MAP assessment is a growth model assessment. Last year, Evans met standard in all four indices determined by TEA. During the 2013-14 school year, Evans went through the re-validation process for AVID and earned a three year National Demonstration School status, the longest period of time AVID will validate a school. For this year, we are up for AVID re-validation and are working diligently to accomplish this goal. This year, Evans is also applying to become a No Excused University campus, which will be the first middle school in McKinneyISD to achieve this status. For the 2016-2017 school year, Evans will continue to use the MAP (in the area of math) and STAAR data to measure student growth.

Student Achievement Strengths

Last year, Evans Middle School met its goals for student progress on the MAP assessment and met standard in all four indices in the state accountability system. On the End of Course Algebra 1 exam, Evans had 100% of its students pass. In 2011, Evans became an AVID (Advancement Via Individual Determination) National Demonstration School. This year, Evans is due to be re-certified by the national office of AVID. If granted, this will be the third consecutive time to accomplish this goal. Evans is also applying to become an AVID Site of Distinction campus. Our work in supporting students to look towards the future and attending a four year university was recognized by the evaluation team and is supported through our advisory classes, also known as IMPACT. EMS offers the co-teach model to its special education students which allow them to remain in grade level classes with additional support.

Student Achievement Needs

While as a school we were able to reach our goals in our Campus Improvement Plan, it is still very evident that we must continue to work to close the achievement gap. We will continue to focus on increased enrollment in Pre-AP and GT courses, with a focus on increasing the number of minority students successfully completing these courses. The campus will also target students who are under performing and have the potential to be college bound.

To specifically address narrowing the achievement gap, we have strategically placed our struggling students in classrooms that maximize academic and behavioral supports. We have also provided students with extra classes appropriate for their academic and social needs (Read 180, target math, target science, ESL, Special Education, etc.). We will monitor their data using the RtI process. Our struggling LEP and Special Education students will keep portfolios, and we will hold data meetings to discuss their academic achievement.

School Culture and Climate

School Culture and Climate Summary

Evans Middle School is proud of its school culture, and we are always trying to improve it. Last year, we had three very successful community oriented projects, all of which allowed students to show case not only their pride in Evans, but in the City of McKinney. Evans Middle School has been recognized twice by Mayor Loughmiller and the City Council of McKinney. Our first recognition was for the students' work with our Teen's for Jeans campaign and we were recognized for our Pay It Forward Fun Run. Because of the students' effort in improving the city of McKinney, Mayor Loughmiller and the City Council declared April 9th as Evans Middle School Day. This philosophy of giving back will help guide us in the year to come as we continue to challenge our students to succeed in the classroom and to be active in the community in which they live.

School Culture and Climate Strengths

In looking at the survey that was administered to students and parents about culture and climate, the majority of parents and students felt that Evans was a safe place for their child. Because this survey pointed to several student concerns, the counselors created focus groups in each grade level to discuss their concerns. What came out of these conversations is that overall they felt safe, but there were spots that concerned them. We are working on a plan to better supervise these areas so that all students feel safe all of the time. This year, we will continue to have an IMPACT award given to students who are caught doing something positive at school.

School Culture and Climate Needs

One area we are working to improve is our student recognition programs. This includes students that are academically successful, and students that are exhibiting qualities of being a positive role model. We want to become a school where we are constantly celebrating the success of our students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Evans Middle School remains focused on improving staff quality. The pool of candidates has greatly increased over the last year and the quality of professional development has significantly improved for our new hires. The Gallup Poll Survey allows us to narrow our search so that we are interviewing only highly qualified teachers. Over the past couple of years, Evans has had a very low turnover rate. New teachers to Evans are assigned a mentor to help make the transition smoother and to provide them with additional support.

Staff Quality, Recruitment, and Retention Strengths

Evans has a core group of teachers who have taught for a number of years. Our staff works together to solve issues and remains positive. Teachers that are not student focused definitely feel like outsiders at Evans. Over the years, by using the Gallup Poll Survey we have increased the quality of teachers. the consistent use of the Gallup Poll Survey over several years has allowed us to increase the quality of the Evans teaching staff. Those that have left Evans for other positions in the area tend to return to Evans.

Staff Quality, Recruitment, and Retention Needs

Evans Middle School has a low turnover rate from year to year. This allows us to have professional development that is progressive and not repetitive. It also allows us to be very selective about who we invite to join our team, and the quality of candidates in the district is increasingly improving.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

During the 2015-2016 school year, Evans Middle School teachers taught curriculum standards as designed by McKinney ISD. The teachers of Evans are focused on developing a common curriculum in each of the core subjects that is focused on the essential standards, includes quality instruction, with an emphasis on engaging lessons. During professional development days, Evans will continue to train teachers in No Excuses U strategies, AVID strategies, Professional Learning Communities, and Effective Data Driven decision making. We will continue to use our data meetings to guide us in our instructional planning.

Curriculum, Instruction, and Assessment Strengths

Evans Middle School will continue to focus on a mastery learning model. With updates in the curriculum and the content coordinators working in tandem with the teachers, our focus will be on mastery of the TEKS. Common planning time will provide the teachers with the opportunity to review formative and summative assessments. Teachers can then develop strategies for re-teaching and re-assessing any skills for which a student has not demonstrated mastery. Our professional development will have a clear focus on fundamental instructional practices, such as Socratic seminars, Cornell note taking, small group instruction, teach-reteach strategies, engaging lesson designs, and Kagan instructional strategies.

Curriculum, Instruction, and Assessment Needs

This year, Evans will concentrate on following the district curriculum as it aligns to the state learning objectives. We will focus on going deeper into the core standards with higher level thinking skills. Evans will work on writing across the curriculum, content reading and writing for understanding, and higher level thinking skills in all areas. Teachers will collaborate during design sessions to create lesson plans that show evidence of intentional intervention strategies for students who struggle to reach mastery, along with extension activities for those students who master the skills quickly.

Family and Community Involvement

Family and Community Involvement Summary

The parents and community members surrounding Evans Middle School are very involved. Evans has a very generous Parent Teacher Organization (PTO), athletic booster club, and band booster association. We will continue with our AVID nights, community partnerships with area businesses, and our engineering club. These opportunities give our stakeholders opportunities to become involved with the school.

Family and Community Involvement Strengths

Evans offers parents the opportunity to become involved at school through PTO, booster clubs, and volunteering. PTO offers programs for parents over a variety of topics throughout the school year. Evans counselors also host evening seminars.

Family and Community Involvement Needs

For the 2016-2017 school year, Evans will continue to look for ways to strengthen our relationships with the community, especially looking for ways to get involved with our economically disadvantaged parents.

School Context and Organization

School Context and Organization Summary

Evans Middle School consists of 1128 student learners in grades 6-8. We have excellent participation in the fine arts, after school clubs, Academic UIL events, and athletics. Our robotics club has over 75 students in attendance every week, and our National Junior Honors Society has grown to over 150 students. In the spring of 2011, the mayor of McKinney challenged students to find a way to give back to the community. Evans accepted that challenge, and in the spring of 2012, Evans was recognized by the mayor and the city of McKinney for our community service. Evans continues to strive for strong community involvement and finds ways to give-back through community service.

School Context and Organization Strengths

Evans has competed in the Teens for Jeans competition, Robotics, SMU engineer competitions, and Green Your School competitions. At UIL competitions, Evans Fine Arts programs have won Sweepstakes awards for the past several of years. The Sweepstakes award is only given to a group that receives all "1" the highest rating from the judges. Evans continues to send a large number of students to the high schools who participate in all extra curricular activities.

School Context and Organization Needs

Evans Middle School needs room additions in the fine arts area and increased capacity in our locker rooms. Currently, we have over 350 band students, over 200 choir members, and over 100 orchestra members. We need increased capacity for small groups to gather and for individual practices. In our current situation, students have to share lockers.

When Evans was constructed, the state had not passed the two-year physical education requirement. Our current locker room does not allow for every student to have a place to lock up their belongings.

Technology

Technology Summary

All content classrooms at Evans are equipped with Smart Boards. Evans has maintained three computer labs for classroom teachers to use; there are two computer labs that are used exclusively for career and technology courses. Every core content area teacher has an iPad to use in the classroom. Our sixth and seventh grade science and social studies departments will have increased access to technology due to project based learning.

Technology Strengths

The teachers of Evans have embraced technology in their classrooms and have designed lessons that require students to use technology as a learning tool. We continue to look for ways to use technology to increase student engagement. While technology can increase learning, it does not replace quality teaching.

Technology Needs

Evans Middle School has 29 support classes (target, resource, reading elective, ESL elective), which use technology daily. Unfortunately, we do not have desktop/workstations within each classroom. This makes it difficult for teachers to use the given curricular technology support provided by MISD. If Evans could get 4-5 desktop computers or laptop computers per support classroom, teachers would be able to access the effective, research-based programs available to them.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility

- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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: Evans Middle School will achieve an attendance rate of 96.5% for the 2016-2017 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evans Middle School will promote school attendance by carefully monitoring student attendance data.	Campus Administration and Teachers	Attendance rate checked at Quarters and End of Year.				
2) Parents will receive notification via letter when their student reach 3 absences; at 7 absences, parents will receive a phone call and letter notification in order to enlist the parents' cooperation prior to truancy court.	Assistant Principals and Administrative assistants.	Higher attendance rate				
3) Students with excessive absences in high school courses will be provided with opportunities to make up seat time to stay credit-eligible.	Campus Administration, Counselors and Teachers of High School Credit courses.	Attendance Rate				
 = Accomplished  = 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 will be provided a safe and orderly learning environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will attend an anti-bullying program presented by Quentin Whitehead titled "It's Possible". There will be pull out groups for each grade level and a plan of action developed.	Campus Administration, Counselors and Teachers	Completion of classroom program. Establishment of effective ways to report bullying.	✓	✓	✓	
2) Evans Middle School will utilize PALS and Peer Mediation to help improve the perceptions of our school climate.	Campus Administration, Counselors and PALS teacher	Effective use of PALS, Peer Mediation, and documentation of program.				
3) Students and parents will receive information regarding TIP 411 and how to use this hotline to report school and/or student issues in a confidential setting.	Campus Administration, School Resource Officer (SRO)	Usage report from SRO				
= Accomplished = 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: Evans Middle School will foster engagement with parents and support two-way communication between school and home.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parent involvement will increase based on Student Conferences, preparation for high school registration, and goal setting.	Campus Administration, Counselors and Teachers	Documentation by teachers and parent participation.				
2) Teachers will increase communication from school to home by providing instructional websites. Teachers will update their websites weekly, posting information for testing dates, lessons, homework assignments, calendar of events, tutorial opportunities, instructional videos, and other helpful resources for students and parents.	Campus Administration and Teachers	Websites, parent e-mails, and instructional videos.				
3) Weekly newsletters will be emailed to parents and staff.	Principal and Administrative assistant.	Weekly e-mails				
4) Important information requiring immediate attention will be disseminated through the call out system to all parents and staff.	Campus Administration and Administrative Assistants	Proper use of call out system.				
5) Evans will reach out to our Spanish speaking parents by providing scheduling information and important information in Spanish, and by holding meetings in community elementary school.	Campus Administration	Meetings and important information will be conducted in Spanish.				
6) Evans Middle School will host two events on the East side of McKinney to further engage this community in our schools.	Campus Administration and Community Liason	Increased participation in these activities				
7) Evans Middle School will carefully consider discretionary placement to the DAEP (district alternative education placement) as a last resort.	Campus Administration	Lower discretionary placement rate				
= Accomplished = 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: Evans Middle School will provide opportunities for students to develop soft skills and demonstrate qualities that lead to being responsible, caring citizens.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) National Junior Honor Society will lead school in three service projects.	National Junior Honor Society Sponsor	Completion of projects.				
2) Evans will establish a student advisory board that will meet with administrators at least once a quarter to gather student input and help improve the perception of our school climate.	Principal	Meeting minutes				
3) Evans Middle School will provide opportunities for students to participate in leadership roles around the school.	Administrators and Counselors	Development of leadership roles.				
4) Evans Middle School will provide students with opportunities to recognize/celebrate and be recognized for positive behavior and character.	Administrators and Counselors	Celebrations				
5) Evans Middle School's IMPACT character program will provide students an opportunity to demonstrate and highlight their strong character traits.	All staff	Improved culture and increased number of students being honored at our EOY celebration				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 1: Evans Middle School will utilize data to monitor student progress.

Evaluation Data Source(s) 1: Documentation from data meetings and professional learning communities.

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teams will meet to evaluate student progress and review strengths and weaknesses per TEKS in data meetings based on summative assessments.	Campus Administrators, Instructional Coach and Teachers	Teachers will know their students strengths and weaknesses and develop intervention plans to address areas of weakness.				
2) Data meetings will be held after every Common Unit Assessment and District assessment to evaluate content mastery.	Campus Administrators, Instructional Coach and Teachers.	Teachers will analyze summative assessment results and develop plan of intervention to address weak performance.				
3) Students will track their progress by objective.	Instructional Coach and Teachers	Students will be able to verbalize areas where their strengths and weaknesses are.				
4) Using Aware, teachers will monitor students and hold them to an 80% success rate in the Mastery Learning Model.	Campus Administrators, Instructional Coach and Teachers	All in Learning Data				
5) 60% of eighth grade students will successfully participate in Algebra 1 or Geometry.	Campus Administrators, Instructional Coach and Teachers	Data from student management system and student grades.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 2: Evans Middle School teachers will use design qualities to develop engaging classroom instruction.

Evaluation Data Source(s) 2: Based on the STAAR test results there will be a 2% gap closure between our economically advantaged and disadvantaged students.

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evans Middle School administrators will support instruction and lesson design by conducting multiple walk-throughs. Teachers will be provided feedback after each visit.	Campus Administrators	Walkthrough data and quality T-TESS feedback to teachers.				
2) Using data, staff will focus on designing instruction, mastery learning of student performance, learning traits of low SES learners, learning traits of ELL learners including SIOP strategies, and effective lesson design.	Campus Administrators and Instructional Coach	Teachers will design lessons that include design qualities, and SIOP strategies of effective teaching				
3) Evans Middle School will use Aware to monitor student performance on school-based Common Unit Assessment (CUAs).	Campus Administrators, Instructional Coach and Teachers	Data from All In Learning being used in lesson planning to close the achievement gap.				
4) Teachers will review last year's CUA data for areas of low performance and plan to improve instruction for this year.	Instructional Coach and Teachers	Lesson plans that focus on low performing areas.				
5) Lesson plans will include concepts that need to be spiraled or reinforced to ensure mastery learning. Lesson plans will also show evidence of design for interventions and extension activities.	Campus Administrators, Instructional Coach and Teachers	Evidence will be found in lesson plans which are in eduphoria.				
6) Evans Middle School will increase Pre-AP participation for low SES, African American, and Hispanic students by at least 1%.	Campus Administrators and Counselors	Data from the student management system.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: Evans Middle School will use professional development days as learning opportunities for teachers.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Staff will participate in three (3) state waiver professional development days: October 10, 2016, January 2, 2017, and February 20, 2017.	Central Office and Campus Administration	Documentation from Professional Development Days				
2) Teachers will be trained in the use of Marzano's vocabulary strategies to teach critical academic vocabulary.	Campus Administration and Instructional Coach	Training and evidence of vocabulary being taught in the classroom.				
3) Evans Middle School teachers will be trained in SIOP and best instructional strategies for ELL learners.	Campus Administration, Instructional Coach and Central Office.	Training and evidence of SIOP strategies in lesson plans and being used in the classroom.				
4) Evans Middle School teachers will be trained in Schletchy's 10 design qualities.	Campus Administration and Instructional Coach.	Training and evidence of design qualities in lesson plans and being used in the classroom.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 4: Evans Middle School will continually review the number of students enrolled in Special Education to ensure proper placement for students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Effective use of the RtI process will guide Evans Middle School in decisions regarding student placement in 504 or special education programs.	Campus Administration, Counselors, and RtI Coordinator	Students being properly placed in programs.				
2) Evans Middle School will review students placed in Special Education to improve its ratios in accordance with Texas Education Agency (TEA) standards.	Campus Administration and Lead Special Education Teacher.	Ratios getting closer to TEA standards.				
3) Evans Middle School will continue to use the RtI process prior to placing students into a discretionary alternative education placement.	RtI Coordinator and Lead Special Education Teacher.	Referrals to alternative education placement will decrease.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 5: Evans Middle School will use AVID (Advancement Via Individual Determination) as a support system for students to prepare them for college readiness.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evans Middle School will continue to use AVID (Advancement Via Individual Determination) as a support system for students who fit the AVID profile.	Campus Administration and AVID Coordinators	Accountability report at the end of the school year.				
2) 70% of eighth grade AVID students will successfully complete Algebra 1.	Campus Administration, Counselors, AVID coordinators and Algebra 1 teachers	Grades at the end of the year and successful completion of EOC (End of Course) exam.				
3) 100% of Evans students will use the AVID binder guidelines, including use of a provided agenda calendar, to stay organized.	Campus Administration, AVID coordinators and Teachers	Student Binders as checked in advisory.				
4) Teachers will be trained in WICOR (writing, inquire, collaboration, organization and reading) strategies to use in the classroom.	Campus Administration and AVID Coordinators	Training and Evidence of use in the classrooms.				
5) During the spring semester, Evans Middle School will follow the guidelines to select new students into the program.	Campus Administration, Counselors and AVID Coordinators	Selection of new students.				
6) During the fall semester, AVID will lead the student body in a college awareness week to support higher education.	Counselors and AVID Coordinators	Activities during College awareness week.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 6: Evans Middle School teachers will implement instructional strategies designed to meet the needs of English Language Learners.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All Evans teachers will be trained in SIOP strategies.	Campus Administrators and Central Office	Lesson plans will reflect planning and the use of SIOP strategies. SIOP strategies will be utilized in the classroom.				
2) Teachers' lesson plans will show evidence of SIOP and Language objectives.	Campus Administrators and Instructional Coach	Will be written in the lesson plans and discussed during class.				
3) TELPAS data will be used early in the evaluation process to determine if the need is academic or linguistic.	Campus Administrators, RtI Coordinator (Instructional Coach) and ESL Teacher	Increase in TELPAS scores and increase in students meeting exit criteria.				
4) All staff will be trained in ELPS instructional strategies and language objectives in order to meet the linguistic needs of ELL students.	Campus Administrators, ESL teacher, and Instructional Coach	Lesson Plans will reflect alignment with linguistic instruction (listening, speaking, reading, and writing in all content areas).				
5) Evans Middle School will reach out to our multicultural community by hosting 2 Annual Family Nights.	Campus Administrators and ESL teacher	Increase in community involvement and participation.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 7: Evans Middle School teachers will implement instructional strategies and practices designed to engage our economically disadvantaged students.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Evans will review student performance data to ensure that students are placed appropriately in Pre-AP classes.	Counselors	Student placement.				
2) Evans Middle School will close the achievement gap for economic disadvantage students by at least 2%	Campus Administrators, Instructional Coach, Counselors and teachers.	Evidence on the state STAAR assessment test.				
3) Evans will continue an Advisory period; this period will be designed to support college readiness and academic success.	No Excuses U Leadership Team	Lesson plans and activities.				
4) Cultural awareness training will be continued to increase understanding of needs of economically disadvantaged students.	Campus Administrators	Improved academic and behavioral performance.				
5) Evans will continue to use the practices of No Excuses University.	Campus Administrators and NEU Team	Improved academic performance and increase in perception data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 8: By the end of the 2016-2017 school year, our low socio economic, minority, Special Education, and LEP students will have no more than a 5% gap as compared to all students.

Evaluation Data Source(s) 8: Evaluation and comparison on the STAAR test.

Summative Evaluation 8:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Our Hispanic and Economically Disadvantaged students fell below the PBM threshold of 55% in multiple subjects. Students will be placed into classes where their performance will be monitored and additional time will be provided for remediation.	Administrative Staff and Social Studies Teachers	Evaluation on the STAAR test.				
2) Our Special Education students fell below the PBM threshold of 55% for multiple subjects on STAAR. Students will be placed into classes where their performance will be monitored and additional time provided. Target classes will provide extra support and time.	Administrative Staff, Lead Special Education Teacher and Special Education teachers.	Evaluation on the STAAR test.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						