

# McKinney Independent School District

## CRC

### 2016-2017 Campus Improvement Plan

**Accountability Rating: Met Alternative Standard**



# Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

# Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

# Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

# Comprehensive Needs Assessment

## Needs Assessment Overview

At one time, we had four office staff; one counselor and three support staff. The County paid for two of those staff members under a different Director. When their budget was reviewed, those school positions were eliminated. With one administrator (covering two buildings) and one support staff, our ability to follow up with student transitions has become impossible. We have been doing more with less for two years and desperately need an additional support staff member.

## Demographics

### Demographics Summary

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

Our student population fluctuates greatly based on several factors which include the severity of the offense, the Judge's order, the number of times a student has been before the judge and parent/guardian support. As a general rule, our student population consists of eighty-two to ninety percent male, ten to eighteen percent female and twelve to twenty-five percent receiving special education services. Because the students are detained in a juvenile detention facility, one hundred percent of our students are at-risk.

The ethnic breakdown of our student population is fifty-eight to sixty-four percent Caucasian, twenty to thirty-three percent African American, twenty one to thirty-five percent Hispanic and less than one percent that do not identify as one of the ethnicities previously listed. It is important to note that these numbers do not equal one hundred percent because we have new students enrolling throughout the week and are brought in to our facility on the weekends as well. Approximately seventy-four to eighty-two percent of our students are considered economically disadvantaged based on the home campus designation for free or reduced lunch eligibility.

Our student population fluctuates weekly, with new students being enrolling while others are released, but we average approximately 78-102 students. Our demographics over the past 3 years have remained relatively stable, but fluctuate from week to week.

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

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

students per class, except in our computer lab which accommodates up to 24 students at one time.

Unfortunately, our teachers and staff are not yet representative of our student population, but we share Dr. McDaniel's commitment to hire and retain more minority professional staff.

### **Demographics Strengths**

Our student population is diverse and provides opportunities for unique educational opportunities. Because our students are incarcerated, they look forward to the educational part of their day and most take their education seriously. Many of our students tell us they would not have graduated or been able to catch up on credits had they not been detained.

### **Demographics Needs**

Hiring a staff that is more representative of our student population is a goal we hope to attain, but need to improve upon.

## Student Achievement

### Student Achievement Summary

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

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

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

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

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

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

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

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

### **Student Achievement Strengths**

Our students are consistently recognized for College Readiness Skills. We have always earned the rating of Academically Acceptable.

It is impossible to compare our student test scores from year to year because we rarely have the same student for longer than one year. Many of our students reside in our facility for only one to twenty-one days.

### **Student Achievement Needs**

We continually strive to close the achievement gaps among ethnicities, economically disadvantaged students and our English Language Learners. Many of our students have not passed a class in several years and some have not attended school in over a year and sometimes two years.

## **School Culture and Climate**

### **School Culture and Climate Summary**

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

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

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

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

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

### **School Culture and Climate Strengths**

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

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

### **School Culture and Climate Needs**



Because of the unique nature of this campus, the area of school culture and climate needs is not applicable.

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

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

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

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

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

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

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

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

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

In order to recruit and retain quality personnel, a budget allocation for specific Professional Development opportunities is needed and to pay for substitutes and Professional Development opportunities. All of our teachers would benefit from attending the AVID summer institute and/or the state technology conference.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

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

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

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

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

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

### **Curriculum, Instruction, and Assessment Strengths**

Differentiating Instruction and Academic Improvement are our two greatest strengths.

### **Curriculum, Instruction, and Assessment Needs**

We could definitely benefit from another computer lab of twenty four computers with internet access for APEX and Edmentum coursework, along with the ability to conduct virtual labs.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

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

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

### **Family and Community Involvement Strengths**

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

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

### **Family and Community Involvement Needs**

Family Involvement is under the purview of Collin County Detention Center.

## **School Context and Organization**

### **School Context and Organization Summary**

Students in our facility receive more attention than they have at their home campus and perform at higher levels. We hold Graduation Ceremonies twice per year at which time our students recognize teachers and officers who have made an impact on their lives. It is an amazing, emotional experience to see our graduates have such pride in their accomplishments. The parent/guardian of our students are thankful for the dedication of our staff and express that appreciation in a variety of ways.

All classes are the same length as McKinney's traditional high schools. Each period is the same length and teachers are available after school to work with students needing additional time or help on assignments. We have a longer lunch than traditional campuses to provide the County adequate time for Officers lunches and breaks. The teacher's work day is the same length as other McKinney teachers, just distributed differently.

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

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

### **School Context and Organization Strengths**

We have a strong staff that works well together and work to help our students achieve academically. We have also hired a full-time registrar.

### **School Context and Organization Needs**

We need a part-time support staff member to help with the tremendous amount of paperwork and research required at this location and to follow up with transition services. With only one support staff member, we do not have the time to track students after they leave our facility. At this time, we have only one support staff member to function in multiple capacities.

## **Technology**

### **Technology Summary**

Our teachers all received brand new MacBook Air laptops this year, which has significantly improved productivity. We have one computer lab for long-term students, but definitely need an additional lab of twenty four computers for greater student success. Due to county restrictions, there is no internet connectivity in the students' pods. Teachers are skilled at downloading materials directly to their computers for use in the classroom, despite lack of the internet.

### **Technology Strengths**

We have SMARTBoards in our Long-Term pods. With the new laptops, teachers are able to download additional programs for student use in the pods, since internet usage is not existent there.

### **Technology Needs**

We need an additional lab of twenty four computers with internet access for greater student success, since the lab is currently the only location with internet access.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals

## Accountability Data

- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 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

## Employee Data

- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- PDAS and/or T-TESS

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

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









# Goals

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

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

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

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2  1) Students will receive instruction based on his/her current level of reading comprehension.	Teachers	Improvement through TABE Test Data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 2:** All students enrolled at least 6 months will demonstrate a minimum of 1.5 years improvement in writing skills.

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

**Summative Evaluation 2:**







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students will receive instruction based on his/her current level of writing.	Teachers	Improvement Data from TABE Test.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue						

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

**Performance Objective 3:** All students enrolled at least 6 months will demonstrate a minimum of 1.5 years improvement in mathematics skills.

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

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 1) Students will receive instruction based on his/her current level of math.	Teachers.	Data from TABE Test.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

**Performance Objective 4:** All teachers will engage in weekly planning and design sessions for each content area.

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

**Summative Evaluation 4:**

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

**Performance Objective 5:** All teachers will participate in a book study on "Engaging students with poverty in mind."

**Evaluation Data Source(s) 5:** Strategies used in class room lessons, and lesson plans, as evidenced by walkthroughs and PDAS


**Summative Evaluation 5:**

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

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

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

**Summative Evaluation 1:**







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 CSF 7  1) Teacher searches will include verbiage to include preference for multiple subject certification.	Principal, Assistant Principal	Hiring of teachers with multiple certifications.	✓	✓	✓	
						

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

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

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

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7 1) Include in all job posting ESL Endorsement required.	Principal, Assistant Principal	Documentation presented to principal.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

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

**Summative Evaluation 1:**

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

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

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

**Summative Evaluation 2:**








Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Teachers will monitor student use of elective course modules.</p>	Teachers	Module completion data, grade sheets				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

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

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

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

**Summative Evaluation 1:**







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 1) Relate Academy Focus to the At-Risk student needs.	Principal, Assistant Principal	PDAS Evaluations, Walkthrough Evidence, Planning Notes				
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 2) Utilize Professional Development training according to student needs.	Principal, Assistant Principal	PDAS Evaluations, Walkthrough Evidence, Lesson plans, PLC meeting documentation.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

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

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

**Summative Evaluation 2:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  1) Student performance will be monitored closely and all students will receive online opportunities.	Lab Teachers, Assistant Principal	Enrollment Data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						









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

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

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

**Summative Evaluation 3:**







Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will encourage credit recovery and additional credit acquisition by all long term students.</p>	Lab teachers, Assistant Principal	Enrollment Data, Course completion data.				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

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

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

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

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Principal or Assistant Principal meetings with the Director of Juvenile Services and Superintendent of CRC.</p>	Principal, Assistant principal	Anecdotal notes, scheduled meetings, documented delivery of services changes.				
<p>  = Accomplished                      = Considerable                      = Some Progress                      = No Progress                      = Discontinue                 </p>						

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

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

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

**Summative Evaluation 2:**






Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6  1) Maintain active status with TEA and Pearson VUE.	Principal, Assistant Principal	Approval from TEA and Pearson VUE as a Testing Site.	✓	✓	✓	

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

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

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

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Encourage students to earn the necessary credits to enable them to enroll in Navarro Courses while at CRC.</p>	Assistant Principal, Teachers	Students enrolled in Navarro classes.				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Enable students to take Accuplacer to determine course eligibility.</p>	Assistant Principal, Teachers	Student Data				
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						