

Meeting Notes/Information - McGregor ISD Strategic Planning Meeting 3 March 4, 2019

Facilitators from ESC Region 12 welcomed the committee members to the first meeting. There were 33 individuals present representing parent, business, community and staff, including 2 student representatives. We had several visitors from the primary campus join us at this meeting.

Stephanie Kucera, ESC 12, shared how planning efforts can be “messy” and shared that she noticed many solutions were being generated in meeting #2. She also requested that we pause and “go slow to go fast.” Several resources were shared for the committee to consider in their review and planning: McLennan County high school campus statistics from the January 2019 Wacoan, MISD A-F Domain data from txschools.org, MISD teacher turnover rate and teacher average number of years with the district (Texas Education Agency Texas Academic Performance Report, 2017-18).

Those present then spent the first part of the meeting revisiting the SWOT analysis from meeting #2. This activity focused on internal strengths and weaknesses and external opportunities and threats. The groups were encouraged to question the notes compiled at meeting #2 to bring clarity to the information. Groups then reported out big ideas. The “revisited” SWOT notes are included on the website under meeting #3 information.

The campus principals/designee then presented glows and grows, along with telling the story, from each campus. This was done via a power point with pictures and videos. This power point is posted on the MISD website under “Strategic Planning.” Those present asked clarifying questions of each campus. Mobility rate of students was a question asked by the committee. The 2017-18 Texas Academic Performance Report notes the state mobility rate is 16% and the district mobility rate is 8.9%. The campus mobility rates are as follows: 11.9% primary, 10.6% elementary, 6.9% junior high, and 8.0% high school. This data point is from the 2017-18 School Report Card on the TEA website, and runs behind one year (2016-17).

Those present then shared thoughts about what they had learned and what they still wonder. They were asked to review the information posted on the MISD website under “Strategic Planning” and to come prepared to meeting #4 with some possible action items/considerations. Mrs. Kucera encouraged the group to come up with roughly 5 high quality action items as opposed to a long list.

The next meeting will be held on March 18 at 6:30 p.m. in the MHS Media Center.

Strategic Planning McGregor ISD

Meeting 3



March 4, 2019

Why are we engaging in strategic planning?

The McGregor ISD Board and Administration anticipates growth in the next 5 years and desires to engage stakeholders in the conversation. We are choosing to take a proactive approach, as opposed to “let’s wait and see what happens.” By determining “what matters most” we will be able to prioritize and clearly define what is important, and in doing so we will consider the resources necessary to meet those needs. During this process we want to reflect on the hopes and dreams we have for ALL students in MISD, thus keeping students at the forefront of all decisions as we move forward.

Agenda

1. Welcome
2. Information for review and consideration
3. Revisiting the SWOT
4. Campus Reports
5. Wrap-Up
6. Homework for meeting #4

Meetings: Key Focus (and the “work” in between)

#1 - Purpose, WHY, where we are now vs. where we want to be, big ideas

#2 - Delve into priorities, group breakout sessions

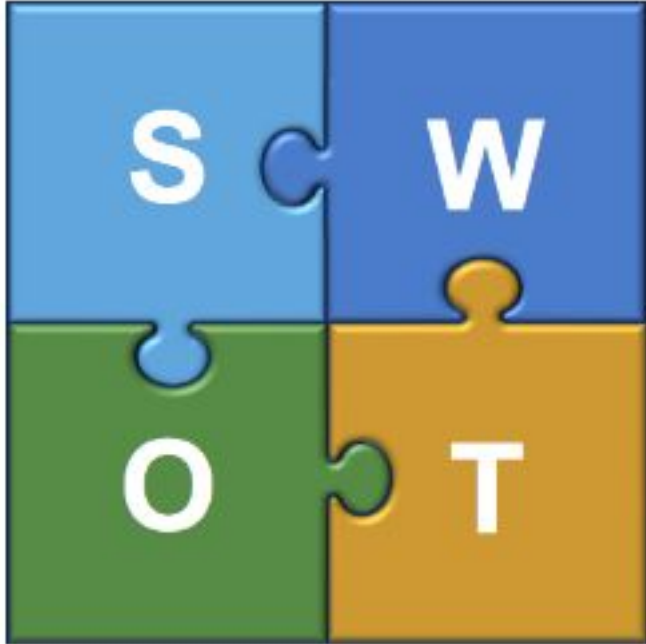
#3 - Revisit the SWOT activity; Campus administrator reports*

#4 - Consider/begin prioritizing action items and timeline

#5 - Clarifying questions, refining the work, select a spokesperson to present the plan to the board

Committee Meeting Norms

- Start and end on time.
- Stay on task and provide input.
- Let each person speak in turn.
- Seek clarification when needed.
- Assume best intentions.
- Place phones on vibrate (keep electronics usage to a minimum).
- Do your “homework.”
- DREAM BIG for kids!



STRENGTHS (+)

WEAKNESSES (-)

Internal

OPPORTUNITIES (+)

THREATS (-)

External

McGregor ISD Strategic Planning Campus Reports

March 4, 2019

PRIMARY

Primary “glows”

- Curriculum: Our reading program enables ALL students to learn to read; slow pace for special ed and increased pace for GT/advance learners; RTI reading person to do extra tutoring; curriculum director to align TEKS & student interventionist to monitor student progress
- Curriculum: Fine and Gross Motor Labs to help with developmental issues; muscle coordination is directly tied to academic success
- Culture: Excellent Parent Involvement and Connection; (family involvement nights, parent-teacher collaboratives, classroom volunteers and reading buddies, Strong Fathers, etc.)

Primary “glows”

- Staff Retention/Culture: Our staff members (2 per classroom) truly care about their students and they are willing to meet every child’s needs
- Curriculum: Genius Hour/Sensory Corner/Lego STEM Education (from Education Foundation Grant in winning classrooms)

Primary “grows”

- Curriculum: Math program could be better, but we have molded the current curriculum and modified and added to meet our current students’ needs; current textbook does not provide enough hands-on work and is not aligned in the order in which the students could best learn the materials
- Staff Retention: Inadequate staff access to Principal/Counselor (discipline, special ed packets, ARDS (50 in 18-19), LPAC, TELPAS Testing, TTESS. Counselor: 504, GT testing, guidance make face-to-face time very limited; one principal, part-time counselor at current time

Primary “grows”

- Socio-Emotional/Culture: Discipline referrals are at an all-time high (295 in 17-18; currently at 205 this year); principal handles discipline
- Facilities: we are almost at capacity; special needs students ages 5-8 are housed at elementary; this creates ongoing logistical and scheduling issues; enrollment growth may present concerns for space

McGregor Primary School

Parent & Community Volunteers



Fine & Gross Motor Labs





Family Fun Nights

STEM Genius Hour



PIC•COLLAGE

ELEMENTARY

MES: Curriculum

GLOW

- Instructional Aides for smaller teacher/student ratio
- Band Directors teaching 5th grade Band
- Certified Librarian
- STEAM--Makerspace for all students
- Integration of technology in the classroom and a full size computer lab
- 30-45 minutes of Rtl for data driven reading and math tutoring
- 2 math classes for all students in 4th & 5th grade--remediation/extension
- Overall Pass Rate on STAAR was at or above the state in reading, math, and science
- Earned Distinction Designation: Comparative Closing the Gaps

GROW

- Increase Economically Disadvantaged approaches to be at or above the state
- Increase Academic achievement in reading and math to earn a distinction designation
- Increase Masters Level in all subjects



MES: Facilities

GLOW

- Regulation Gym
- Updated Cafeteria Tables
- Building size will still allow for growth
- Dedicated rooms for Makerspace, Video Conference, Computer Lab, and Tutoring
- Sufficient parking for school events
- Security cameras to monitor building activity
- Updated computer lab
- Updated lighting throughout the building to LED

GROW

- Building in need of upgrades for carpet & paint
- Updated Sound system/projector needed in Cafeteria
- Playground equipment in need of updates



MES: Culture

GLO

- UIL Championship for 13 years running
- Teacher satisfaction rating was 91% on teacher survey
- Discipline referrals at 5% of total student body
- Volunteer opportunities for students such as Can Food Drive, Pennies for Patients, Jump Rope for Heart, St. Jude's, Local Nursing Home, Operation Christmas Child, Letters to Veterans
- Six Weeks and EOY Awards
- STAAR Incentives
- Birthday Announcements
- Thanksgiving & Christmas Luncheons
- Gym/Cafeteria used for Community Programs
- Pack of Hope
- Fall Festival, Music Programs, Career Day

GROW

- Increase Parent Involvement
- Increase use of online reporting through Anonymous Report
- Increase teacher skill set in working with economically disadvantaged students



MES: Teacher Recruitment/Retention

GLOW

- 16 teachers have combined 243 years of experience in MISD.
- Average years teaching at McGregor Elementary is 9 years
- Celebrate teachers by hosting: Fab Fridays, Teacher Appreciation Week, Christmas Party, EOY Ice Cream Social
- Hire from Within
- Current staff help with recruitment by providing referrals and references

GROW

- Increase first year teacher retention
- Participate in local job fairs



JUNIOR HIGH

Junior High “glows”

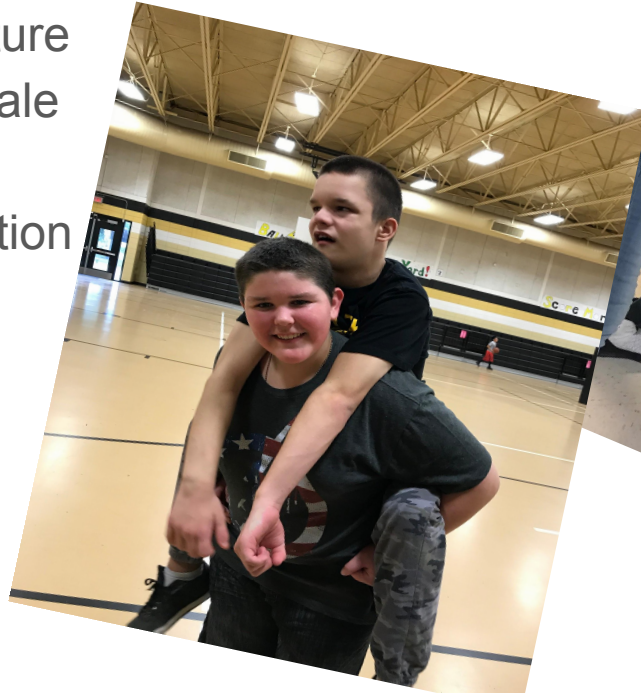
- UIL District Champs 6 straight years, Runner-up last 3 years
- One Act Play Implemented in 2017-2018
 - District Champs 2017
 - 2nd runner-up 2018
 - Best Technical Play 2018
 - 4 All-Star Casts
 - 5 Honorable Mention All-Star Cast
 - 2 Best Technician Awards





Junior High “glows”

- Band - 3 Instructors/3 Areas to Practice
- Teacher Retention
- Campus Culture
- Teacher Morale
- Partner PE
- Central Location





MJH is #1

Touch ↓

#beadog



Can U

Junior High “glows”

- Dyslexia Program/Reading Intervention
- Drama Club
- Pep Rally



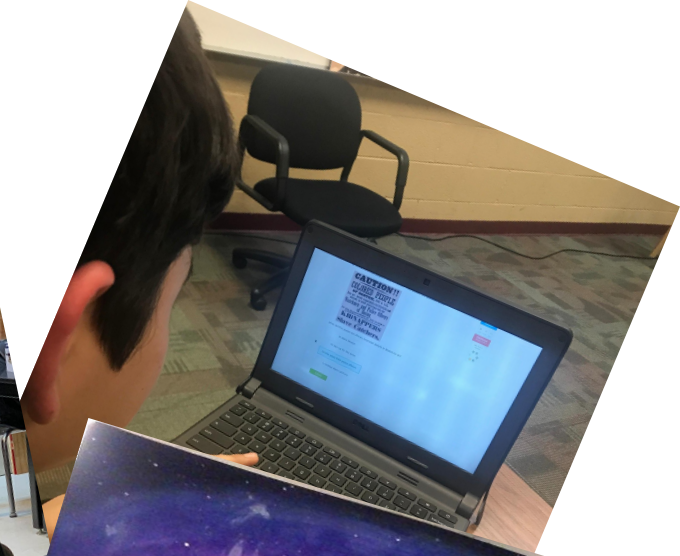
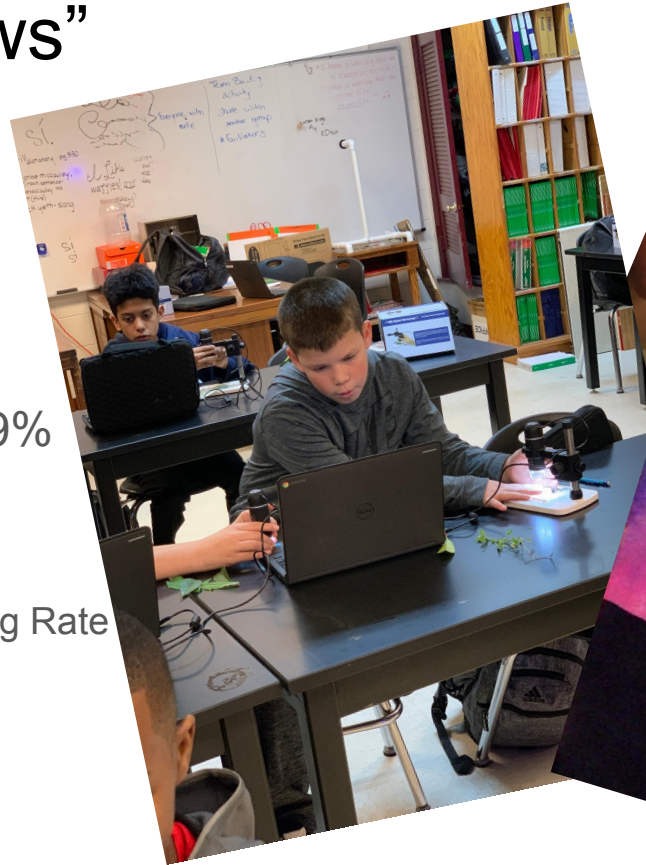
Junior High “glows”

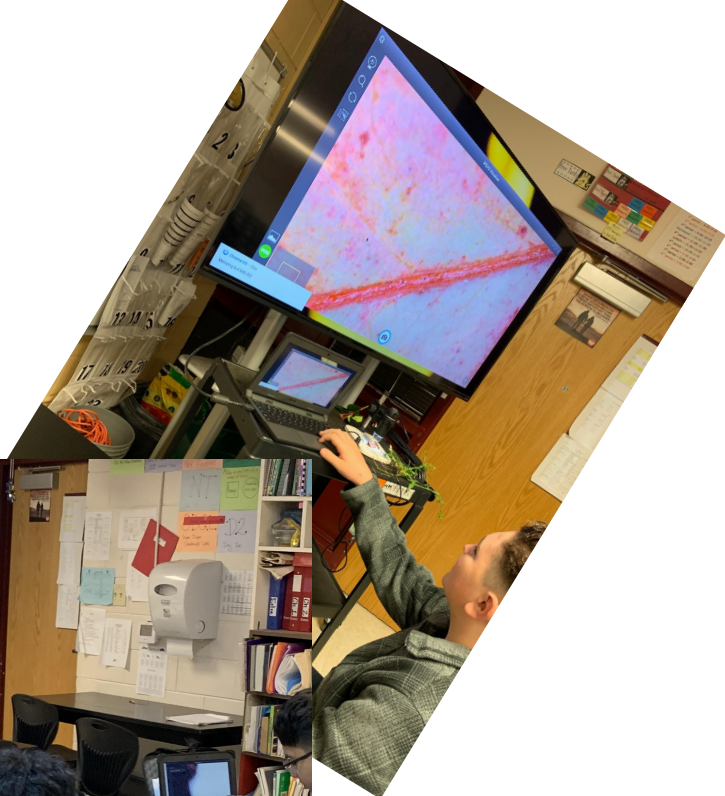
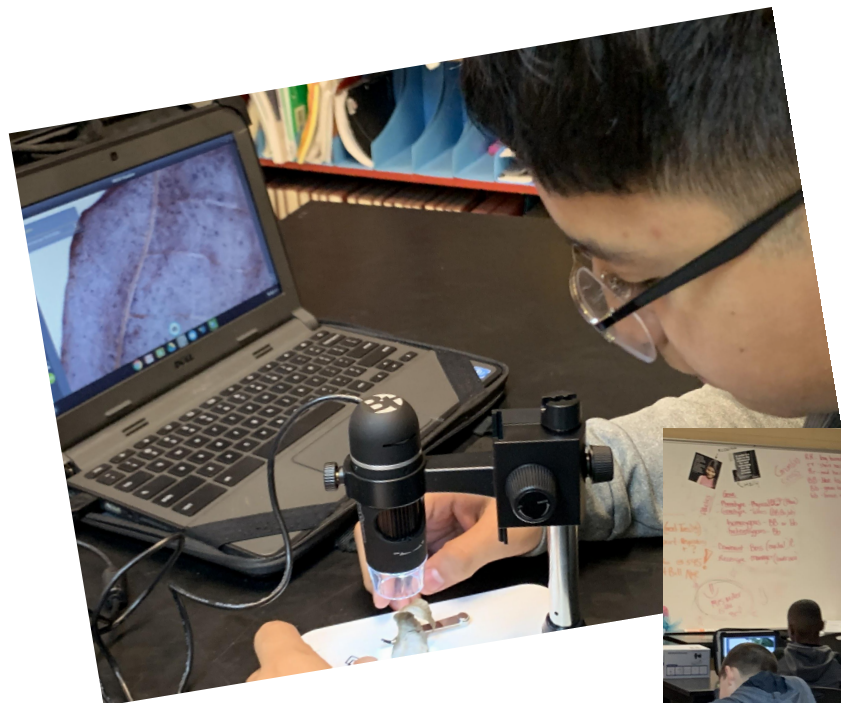
- Science Fair Participation
- Research & Design



Junior High “glows”

- Maker Space
- FCA
- Art Department
- Discipline
- Attendance Rate 96.9%
- Technology
- High School Credits
 - Algebra 100% Passing Rate





Junior High “glows”

- Memorial Day Flags

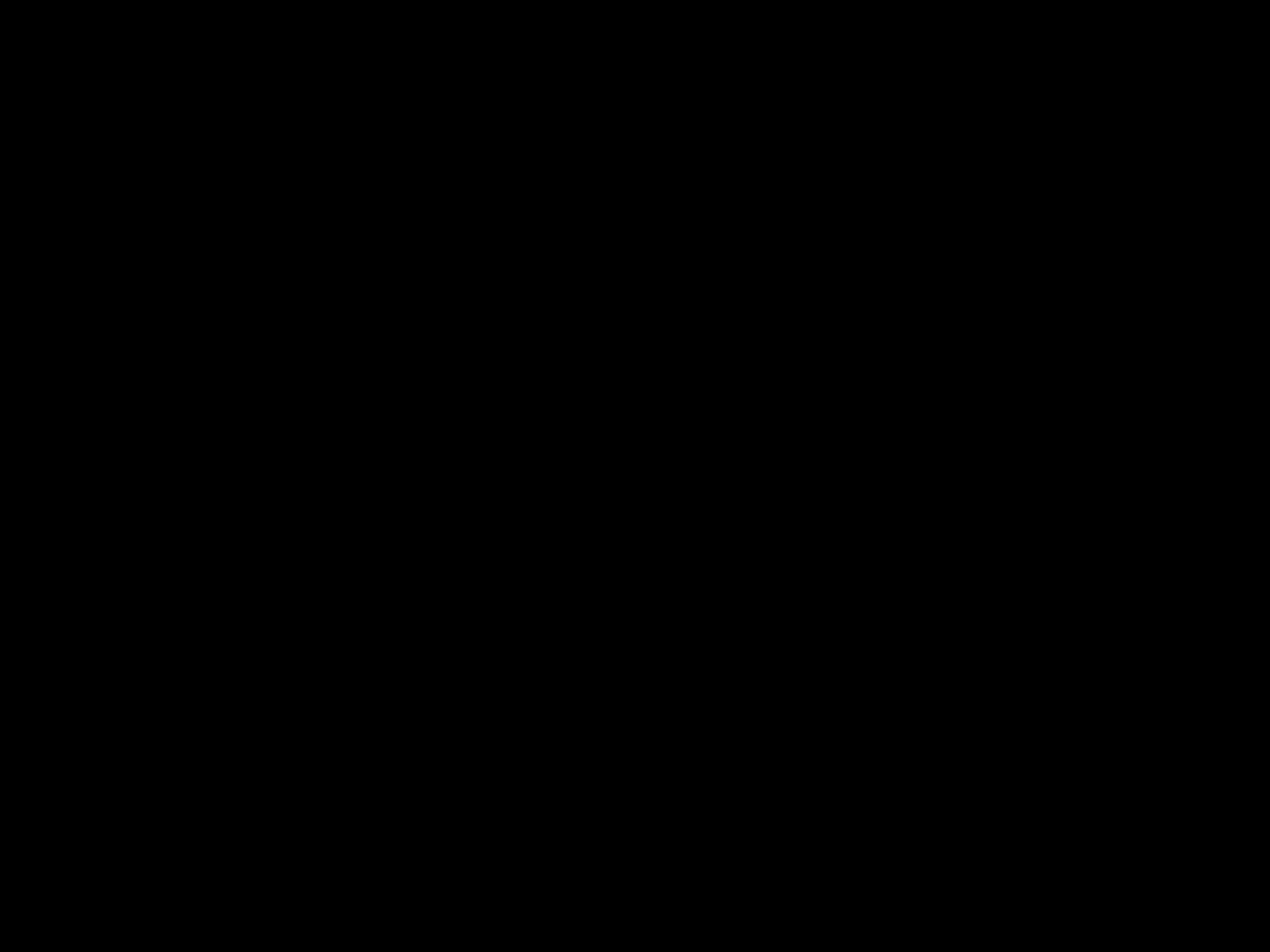


PAYING THEIR RESPECT—McGregor seventh grade students worked a couple days last week erecting U.S. flags on approximately 520-plus graves of veterans in McGregor Cemetery in observance of Memorial Day. Seventh grade teacher Lisa Hudson said they were sure some veterans' graves were missed, but they are working on building a more accurate data base. The records were pretty much up to date until about 2003. They would appreciate the community's help by letting *The Mirror* know of any veterans' graves that were missed this Memorial Day by either phone or email. The H.G. Isbill seventh grade teachers sponsor this annual project. Thanks to all who took part in the project honoring our veterans.



IN OBSERVANCE OF MEMORIAL DAY, McGregor Junior High teacher Darrell Hamilton is pictured discussing with a group of students where American flags will be placed on the graves of local servicemen at the McGregor Cemetery. A large group of junior high students soon had flags proudly waving throughout the cemetery.





Junior High “grows”

- Electives Ex: Theatre Arts
- Increase Achievement in all Subject Areas w/Distinctions
- Math & Reading Progress From 5th to 6th Grade
- Aging Building
- TV's Equipped with Chromecast
- Added Security Features



McGregor High School

Glows & Grows



CULTURE

GLOWS

- Link Crew
- Interact Rotary Club
- Cross x Debate
- Mock Trial
 - Courtroom sketch
- Technology
 - 1:1
 - MakerSpace
 - AV productions
- Small campus size
- “The Revolution”

GROWS

- More extracurricular programs
- Student mentoring program
-



Link Crew

“Cookies & Cram” Event

- Study session for final exams
- Teacher and peer-tutoring



Link Crew

- Bulldog Camp
 - Student-led
 - Team building activities
 - Campus tours



Interact Rotary Club

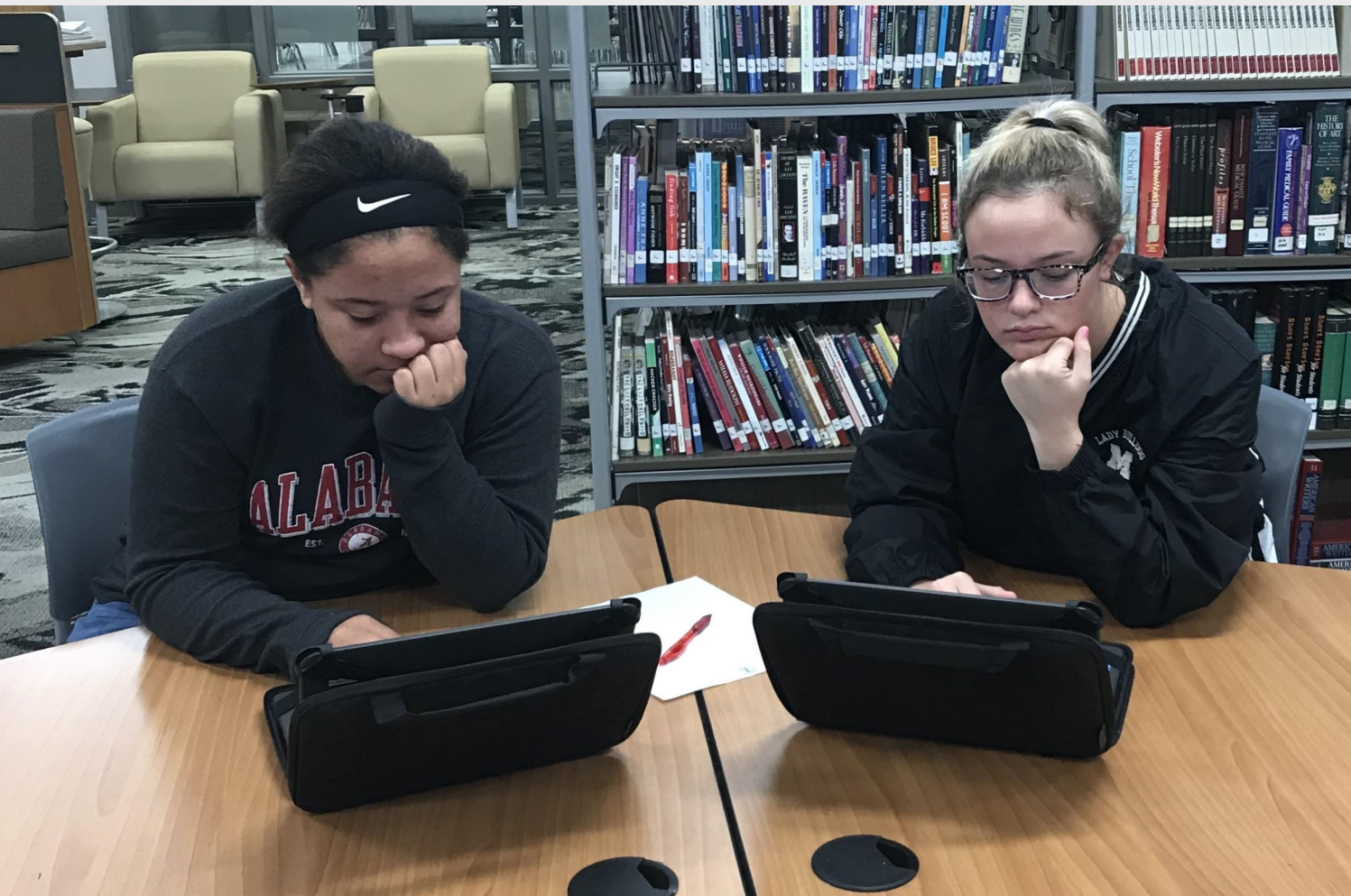
- Operation Christmas Child





Mock Trial Team





Technology & the 21st Century Learner

- 1:1
- Chromebooks
- Wifi access
- Blended learning
- Apple TV



MAKERSPACE

- 3D PRINTER
- ACCESSORIES



Makerspace Activities



FACILITIES

GLOWS

- Purpose behind the design = blended learning
- Tech-friendly
- Renovated
- Media Center=rotational method
- Security

GROWS

- Facility improvement for
 - Welding, Construction, & Agriculture
 - Medical and other technical courses



TEACHER RETENTION

GLOWS

- Small class sizes
- Student discipline
- 65% of current teachers have served 5+ years at MISD

GROWS

- New Teacher Mentorship Program



CAREER & TECHNICAL EDUCATION

GLOWS

COURSES:

- Geometry
- Geometry in Construction
- Welding

GROWS

◦ COURSES:

- Health care profession
- Robotics
- Additional technical courses

Construction & Welding





CURRICULUM

GLOWS

- Computer Science offerings (STEM)
- Audio Visual Courses (Business & Industry)
- SR&D 1 and 2 (Rockets Program)
- Reading intervention course

GROWS

- Dual credit enrollment numbers
- Expansion of LOTE courses
- Full day reading intervention
- ACT/SAT/TSI preparation

Audio Visual Courses



Rockets Program: SR&D 1 and 2



Wrap-Up

I've learned...

I'm wondering...

Next Steps

Homework for meeting #4 (March 8, 2019)

1. Review the strategic planning meeting information on the MISD website
2. Come prepared with ideas for consideration/action items
3. Be thinking about committee representatives to present to the Board of Trustees (date TBD)

McGregor ISD Teacher Turnover Rate

	District	State
2017-2018	19.7%	16.6%
2016-2017	9.3%	16.4%
2015-2016	16.9%	16.5%
2014-2015	13.1%	16.6%
2013-2014	8.2%	16.2%

Source: Texas Education Agency, Texas Academic Performance Report

Note on methodology: An individual who is a teacher and remains in the district and moves to another position like counselor, interventionist, teacher...all are included in the "turnover rate."

Teacher Average Years Experience with District

	Primary	Elementary	Junior High	High School	District	State
2017-2018	8.6	8.8	9.2	7.2	8.3	7.1
2016-2017	9.6	8.3	9.1	9.7	9.2	7.2
2015-2016	9.3	8.2	8.6	9.5	8.9	7.3
2014-2015	10.9	6.9	9.1	9.4	8.9	7.5
2013-2014	---	9.0	9.3	9.4	9.3	7.6

WACO-AREA HIGH SCHOOL STAAR RESULTS

	AXTELL HIGH SCHOOL Principal: Penny Kocian 254/863-5301; www.axtellisd.net	BOSQUEVILLE HIGH SCHOOL Principal: Cliff Heath 254/752-8513; www.bosquevilleisd.org	BRUCEVILLE-EDDY HIGH SCHOOL Principal: Joe Woodard 254/859-5525; www.beisd.net	CHINA SPRING HIGH SCHOOL Principal: Max Rutherford 254/836-1771; www.chinaspringisd.net	CONNALLY HIGH SCHOOL Principal: Jill Talamantez 254/296-6700; www.connally.org	CRAWFORD HIGH SCHOOL Principal: Monte Pritchett 254/486-2381; www.crawfordisd.net	HARMONY SCHOOL OF INNOVATION* Principal: Samuel Beyhan 254/235-0321; www.hswwaco.org	LA VEGA HIGH SCHOOL Principal: Chuck Klender 254/299-6820; www.lavegaisd.org	LORENA HIGH SCHOOL Principal: Kevin Johnson 254/857-4604; www.lorenaisd.net	MART HIGH SCHOOL Principal: Beasy Burnett 254/876-2574; www.marfisd.org	MCGREGOR HIGH SCHOOL Principal: Seth Fontenberry 254/840-2833; www.mcgregorisd.org	MIDWAY HIGH SCHOOL Principal: Alison Smith 254/761-5650; www.midwayisd.org	MOODY HIGH SCHOOL Principal: Andrew Miller 254/853-3622; www.moodyisd.org	RAPOPORT ACADEMY Dean of Students: Terri Bultowski 254/754-2288; www.rapportacademy.org	RIESEL SCHOOL Principal: Brandon Cope 254/896-8171; www.rieselisd.org	ROBINSON HIGH SCHOOL Principal: Lamar Collins 254/662-3840; www.risdweb.org	UNIVERSITY HIGH SCHOOL Principal: Dr. Ricky Edison 254/756-1843; www.wacoisd.org	WACO HIGH SCHOOL Principal: Ed Love 254/776-1150; www.wacoisd.org	WEST HIGH SCHOOL Principal: Don Snook 254/981-2050; www.westisd.net	STATE AVERAGE FOR TEXAS PUBLIC HIGH SCHOOLS
2018 overall performance	82	86	83	92	75	84	74	63	91	65	83	91	79	90	81	86	80	77	87	N/A
2018 overall student achievement	83	85	83	92	70	86	69	64	92	73	81	92	82	89	83	84	77	73	89	N/A
School progress	78	81	78	84	79	83	75	65	78	70	85	87	79	92	80	87	83	80	83	N/A
Closing the gaps	81	87	84	92	67	79	71	59	88	47	79	87	72	85	76	82	74	71	82	N/A
STAAR performance approaching grade level	78%	83%	79%	92%	76%	92%	70%	60%	90%	66%	82%	87%	71%	84%	77%	83%	71%	65%	84%	77%
Reading	74%	78%	69%	85%	62%	95%	72%	48%	81%	61%	73%	82%	63%	76%	78%	77%	57%	50%	79%	74%
Mathematics	N/A	80%	75%	97%	80%	94%	76%	60%	94%	59%	88%	85%	73%	80%	79%	84%	82%	74%	77%	81%
Science	85%	84%	100%	96%	89%	93%	73%	70%	99%	79%	88%	92%	84%	92%	76%	87%	84%	78%	92%	80%
Social studies	89%	97%	89%	98%	90%	88%	54%	85%	100%	78%	95%	96%	80%	100%	73%	93%	89%	86%	96%	78%
College, career and military readiness	54%	56%	54%	65%	41%	45%	N/A	32%	68%	39%	43%	63%	57%	97%	56%	50%	47%	55%	70%	54%
Graduation rate	100%	97.6%	98.2%	100%	91.3%	96.6%	N/A	87.8%	100%	93%	100%	99.8%	96.2%	97%	94.9%	98.6%	90.1%	82.4%	92.4%	89.7%
Dropout rate	0	0	0	0	1.6%	0	N/A	<1%	0	<1%	<1%	0	<1%	1.1%	<1%	<1%	1.6%	3.9%	0	1.9%
Academic growth score	60	81	68	84	79	83	73	56	78	57	85	87	78	65	80	87	83	70	79	N/A
Relative performance score	78	73	78	76	75	62	75	65	76	70	77	79	79	92	74	68	80	80	83	N/A
* Total students	210	197	215	810	633	268	482	864	577	225	420	2,449	197	162	342	701	1,735	1,968	425	N/A
* African-American	1.4%	7.6%	<1%	5.7%	35.5%	<1%	6.4%	32.8%	1%	27.6%	6.4%	12.7%	7.6%	24.7%	2.9%	4.6%	19.7%	34.9%	1.9%	12.6%
* Hispanic	15.7%	24.9%	28.4%	15.8%	31.3%	5.2%	71.2%	50.2%	12.8%	17.3%	46.9%	23.2%	26.4%	42.6%	20.8%	25.8%	74%	52%	18.8%	52.4%
* White	78.6%	64%	68.8%	74.7%	29.2%	92.2%	19.9%	14.8%	83.4%	48.9%	41.7%	57.3%	59.4%	28.4%	74.6%	64.8%	5%	10.9%	76.7%	27.9%
American Indian	<1%	0	0	0	<1%	<1%	<1%	<1%	0	0	1.7%	<1%	<1%	0	<1%	<1%	0	<1%	0	0.4%
Asian	1.4%	0	0	1%	<1%	<1%	2.1%	0	<1%	<1%	<1%	4.7%	0	1.2%	<1%	<1%	<1%	<1%	0	4.4%
Pacific Islander	0	<1%	0	<1%	0	0	0	0	0	0	1.2%	<1%	0	0	0	0	0	<1%	0	0.1%
Two or more races	2.4%	3%	2.3%	2.7%	3%	<1%	<1%	2%	2.3%	5.3%	1.7%	1.8%	6.1%	3.1%	<1%	3.6%	1.1%	1.7%	2.6%	2.3%
* Economically disadvantaged	47.6%	31.5%	47%	18.6%	71.9%	18.3%	70.5%	85.5%	18.7%	65.8%	52.1%	25.8%	53.3%	60.5%	38.9%	26.2%	81.8%	80.4%	35.5%	58.7%
* Special education	10.5%	8.1%	11.2%	9.6%	7.9%	9%	7.9%	6.7%	8.1%	14.2%	7.9%	7.5%	6.1%	7.4%	10.5%	10.8%	7.1%	10.7%	6.8%	9.2%
* English language learners	1%	3%	2.8%	<1%	4.7%	<1%	16.6%	15.3%	<1%	1.8%	3.8%	<1%	2.5%	3.7%	<1%	<1%	11.6%	10.6%	1.2%	18.8%
Number of full-time teachers	23.6	18.3	29.3	53.7	56.2	26.8	N/A	54.5	43	16.7	37.6	154.3	19.6	16.8	27.2	64	111.8	130.5	32.9	N/A
Number of students per full-time teacher	8.9	10.8	7.3	15.1	11.3	10	N/A	15.9	13.4	13.5	11.2	15.9	10.1	9.6	12.6	11	15.5	15.1	12.9	N/A
Average teacher salary	\$50,828	\$52,442	\$41,725	\$47,842	\$47,438	\$45,806	N/A	\$48,668	\$46,202	\$50,407	\$51,781	\$50,630	\$43,643	\$39,041	\$43,652	\$50,011	\$52,932	\$51,751	\$46,632	\$54,236
* Attendance rate	96.7%	97.1%	95.3%	96.4%	95.1%	97.3%	N/A	95.1%	97.3%	96.9%	96.3%	96.8%	96%	96.1%	96.8%	96.2%	93.4%	90.9%	95.8%	N/A
SAT/ACT participation	62.2%	57.1%	44.6%	61.4%	60%	67.9%	N/A	25%	59.2%	42.9%	47.3%	69%	51%	78.1%	52.8%	54.1%	91%	89.4%	48.8%	N/A
Average SAT score: Reading and writing	499	540	570	580	470	570	N/A	482	551	505	553	563	N/A	574	N/A	542	462	482	568	N/A
Average SAT score: Mathematics	507	537	528	550	467	564	N/A	442	541	513	528	542	N/A	542	N/A	501	459	453	556	N/A
Average ACT score: English/language arts	19	22.8	N/A	22.2	16.6	20.9	N/A	15	21.6	N/A	20.9	22.6	20.1	19.9	19.8	20.3	14	15.5	21.6	N/A
Average ACT score: Mathematics	18.8	22.1	N/A	21.5	18.2	20.8	N/A	15.8	21.7	N/A	20.3	21.6	18.8	20.3	20.1	19.5	16.2	16.3	22.5	N/A
Distinction designation: ELA/Reading		X	X			X					X	X						X	X	
Distinction designation: Mathematics	X	X				X				X	X						X		X	
Distinction designation: Science					X						X	X								
Distinction designation: Social studies									X	X	X	X								X
Distinction designation: Comparative academic growth				X	X						X	X				X	X			
Distinction designation: Postsecondary readiness	X																			X
Distinction designation: Comparative closing the gaps		X															X			

*Because Harmony School of Innovation includes grades below ninth grade, the school isn't graded for several categories

School data and test scores are for the 2017-2018 school year, courtesy of the Texas Education Agency's Accountability Ratings. Student attendance, graduation and dropout rates are from the 2016-2017 school year.

High School Information: January 2018 Wacoan												
			McGr	west	riesel	lorena	connally	crawford	avg	mcg-avg	texas	mcgr-txs
1	overall performance		83	87	81	91	75	84	83.5	-0.5		
2	overall achievement		81	89	83	92	70	86	83.5	-2.5		
3	school progress		85	83	80	78	79	83	81.3	3.7		
4	closing the gaps		79	82	76	88	67	79	78.5	0.5		
5	STAAR approaching GL		82	84	77	90	76	92	83.5	-1.5	77	5
6	reading		73	79	78	81	62	95	78	-5	74	-1
7	math		88	77	79	94	80	94	85.3	2.7	81	7
8	science		88	92	76	99	89	93	89.5	-1.5	80	8
9	social studies		95	96	73	100	90	88	90.3	4.7	78	17
10	post grad readiness		43	70	56	68	41	45	53.8	-10.8	54	-11
11	academic growth score		85	79	80	78	79	83	80.7	4.3		
12	relative performance score		77	83	74	76	75	62	74.5	2.5		
13	total students		420	425	342	577	633	268	444.2	-24.2		
14	economically disadvantaged		52.1	35.5	38.9	18.7	71.9	18.3	39.2	12.9	58.7	-6.6
15	special ed		7.9	6.8	10.5	8.1	7.9	9	8.4	-0.5	9.2	-1.3
16	esl		3.8	1.2	<1	<1	4.7	<1			18.8	-15
17	students per teacher		11.2	12.9	12.6	13.4	11.3	10	11.9	-0.7		
18	SAT/ACT participation		47.3	48.8	52.8	59.2	60	67.9	56	-8.7		
19	SAT reading and writing		553	568	-	551	470	570	542.4	10.6		
20	SAT math		528	556	-	541	467	564	531.2	-3.2		
21	ACT reading and language arts		20.9	21.6	19.8	21.6	16.6	20.9	20.2	0.7		
22	ACT math		20.3	22.5	20.1	21.7	18.2	20.8	20.6	-0.3		
	wages		\$51,781								\$54,236	-\$2,455
			1	2	3	4	5	6				
	red = lowest, or negative in (mcg-avg); blue=highest; gold=mcgregor											

McGregor ISD A-F (August 2018)
Overall Grade: C (79/100)

Domain 1 Student Achievement: B (80/100)

Domain 2 School Progress: C (79/100)

Domain 3 Closing the Achievement Gap: C (76/100)

Methodology:

Better of Domain 1 or Domain 2 counts 70%; Domain 3 counts 30%

Domain 1 (80 x .70) + Domain 3 (76 x .30) = 56 + 22.8 = 78.8 rounds to 79

Domain 1

STAAR (All subjects/all grade levels)...**STAAR is 40% of the overall grade**

Masters 18% (state 22%)

Meets 47% (state 48%)

Approaches 78% (state 77%)

College Career Military Ready (CCMR)...**CCMR is 40% of the overall grade**

73/100 points earned

MISD 43% (state 54%)

Breakdown of CCMR points earned:

- AP/IB 16.1% (state 20.1)
- TSIA/ACT/SAT 31.3% (state 37.8)
- Dual Credit 13.4% (state 19.9)
- Industry-Based Certification 4.5% (state 2.7)
- Enlist in Armed Forces 0.9% (state 2.2)
- Coherent Sequence of Courses in CTE Aligned to Industry Certification 1.8% (state 3.6)

Graduation Rate 100% (state 89.7)...**Graduation Rate is 20% of the overall grade**

Domain 2

*Part A: What percentage of students made a years worth of academic growth in reading and math? Academic growth final score: 69% (state 69%), but “curved” to 79

Part B: How much progress are students making relative to students at similar districts? 78/100

- Student Achievement STAAR Performance and CCMR (from Domain 1) 46%
- Economically Disadvantaged 60.4%

Domain 3

Grade level performance: met 9 out of 18 targets, 50%

Graduation: met 4 out of 4 targets, 100%

English Language Proficiency Status: met 1 out of 1 targets, 100%

Student Achievement/goals met: 1 out of 5 targets met, 20%

SWOT Analysis Completed in Meeting #2 Revisited in Meeting #3: March 4, 2019

Topic: STAFF RETENTION/RECRUITMENT

Scribe: Kelly Tharpe

Strengths - Factors that are likely to have a positive effect on achieving the schools objectives (INTERNAL)	Weaknesses - Factors that are likely to have a negative effect on (or be a barrier to) achieving the school's objectives (INTERNAL)
<p>--small class sizes --two conferences @ high school --paraprofessionals, 2 adults in each class in lower levels --tight community with campus --number of veteran teachers --district of innovation allows us to have more hiring flexibility. Deal with state mandates better. Use it the best way possible. --great support for teachers in the district --teachers are involved in so many areas of school life and community --great kids with few discipline problems makes this a place teachers want to come and stay. Kids are motivated and want to achieve. --student/teachers compliment each other --good teachers/good kids</p>	<p>--utilization of para correctly, are they using them correctly? --lack of communication/disgruntled --"In the know group" new people tend to have questions that need to be answered. --mentor/buddy system funding to provide incentives for certain systems (mentor/buddy) (teachers & administrators) --DOI we have gotten away from highly qualified teachers/certified --need to know the turnover rate of staff --Why is the turnover rate so high?</p>
Opportunities - Factors that are likely to have a positive effect on achieving the school's objectives (EXTERNAL)	Threats - Factors and conditions likely to have a negative effect on achieving the school's objectives, or making the objective redundant or un-achievable (EXTERNAL)
<p>--small town assists kids be accountable. Active with kids in the community. --big enough to have programs the larger districts have but small enough to be a small town school --everyone knows everyone --opportunities for teachers to come up with new ideas/programs --work with community members --sections of student bodies that are under served, folks have a specific reason to come here --business growth</p>	<p>--outside district pay scales --stopping the revolving door of high turnover --public relations/more attractive ways to promote the school --first year teachers reluctant to come interview here</p>

Topic: CCMR/IN-HOUSE VOCATIONAL PROGRAMS

Scribe: David Everett/Tonya Burgess

Strengths - Factors that are likely to have a positive effect on achieving the schools objectives (INTERNAL)	Weaknesses - Factors that are likely to have a negative effect on (or be a barrier to) achieving the school's objectives (INTERNAL)
<ul style="list-style-type: none">--Federal Grant (Gear Up) for next 7 years to push CCMR-- GWAHCA and GWAMA opportunities available in Waco--College Readiness is right on target--Teachers know their students and are invested in them and try and help funnel them into vocational fields that they would be good in.	<ul style="list-style-type: none">--Lack of Funding for teachers teaching CTE--Facilities--Make sure students are aware of all possible CTE programs and career options--Mac systems as compared to PC's in the workplace.--Lack of Career Fair for all 5 branches of Military--Reading literacy (low) for college entrance exams.--Communication skills--Know which student needs to take ACT/SAT/TSI/ASVAB--Expectations of salaries per different vocations--No In house GWAHCA and GWAMA
Opportunities - Factors that are likely to have a positive effect on achieving the school's objectives (EXTERNAL)	Threats - Factors and conditions likely to have a negative effect on achieving the school's objectives, or making the objective redundant or un-achievable (EXTERNAL)
<ul style="list-style-type: none">--Available Partnerships within the community--Social Media and print media--Beginning salaries for teachers to get the program going--District of Innovation teachers	<ul style="list-style-type: none">--Parents are uneducated about what career and technical education is and how it can benefit their students.--CTE Programs need to grow

their honor?

--coop with other schools for GWAMA/GWAHCA to boost our revenue to build facilities

--ROTC, National Guard, etc. get them here from area

--no facilities for many of things we want to do at MHS (dance, band, choir, etc) (Shared facilities limit practice times/transportation and affects student participation interest due to early/late hours).

Topic: SOCIAL & EMOTIONAL COMPETENCY/DIVERSIFIED CURRICULAR OPPORTUNITIES; POSITIVE CULTURE

Scribe: Seth Fortenberry/Stephanie Zamora

Strengths - Factors that are likely to have a positive effect on achieving the schools objectives (INTERNAL)	Weaknesses - Factors that are likely to have a negative effect on (or be a barrier to) achieving the school's objectives (INTERNAL)
<ul style="list-style-type: none"> --staff experience --size, teacher/student ratio --interpersonal relationships --attendance rate/graduation rate --student government 	<ul style="list-style-type: none"> --diversity in staff --funding/resources --lack of growth in the PALS program--this is a set number per grade level --need for curricular staff --need for departmental leaders --lack of programs that promote personal growth --parental involvement (is it low? Examples?) --student social/emotional counseling and guidance stop after elem level due to counselor paperwork loads
Opportunities - Factors that are likely to have a positive effect on achieving the school's objectives (EXTERNAL)	Threats - Factors and conditions likely to have a negative effect on achieving the school's objectives, or making the objective redundant or un-achievable (EXTERNAL)
<ul style="list-style-type: none"> --small town culture --opportunity to utilize parents more effectively--in what ways? --opportunity to become a premier campus in support of students with hidden needs/disabilities 	<ul style="list-style-type: none"> --lack of outside resources for students in need of counseling (make connections) (ARC of McLennan County) --the unknown of population growth --socio-economic status of the student population --parental involvement

Topic: CURRICULUM/FINE ARTS

Scribe: Tonya Burgess/Denise Bell

Strengths - Factors that are likely to have a positive effect on achieving the schools objectives (INTERNAL)	Weaknesses - Factors that are likely to have a negative effect on (or be a barrier to) achieving the school's objectives (INTERNAL)
<ul style="list-style-type: none">--steady improvement in scores--winning UIL at Elem for 13 years even with changing districts every 2 years--Increase in dual credit down to sophomore level--Makerspace opportunities at all campuses--strong fine arts band, art, drama, dance--smaller student population--flexibility in teaching within the mandated curriculum--more individualized approaches to teaching through trainings and protocols such as problem based learning, reading program allows for adjustment for individual students at Primary, ability grouping for student needs and teacher efficiency--more Technology opportunities have been provided like one to one ChromeBooks at JHS and HS and iPads provided for primary and elementary	<ul style="list-style-type: none">--more masters level students in all subject areas but especially writing--brought our rating to a B--need more qualified staff at younger age grade levels--foreign language in elementary and increase other languages in HS due to high population of Hispanic--not in a foreign language (also helps with military)/no American sign language option--there are no or limited online courses for HS kids; not enough staff to manage supervision of coursework sufficiently--limited dual credit opportunities--dual credit weighted less than AP--no teacher in Makerspace--no choir--at HS no intervention time for reading--no space for dance--vertical alignment (does this mean the district has not done work on this? Does the district purchase TEKS Resource System? Is it being implemented with fidelity?)--lower level science and math for kids not on track for college--no ACT/SAT semester-long prep classes to help kids achieve scores for college entry--no simple real-life courses offered to teach kids life skills like checkbook, taxes,resumés, etc.
Opportunities - Factors that are likely to have a positive effect on achieving the school's objectives (EXTERNAL)	Threats - Factors and conditions likely to have a negative effect on achieving the school's objectives, or making the objective redundant or un-achievable (EXTERNAL)
<ul style="list-style-type: none">--growth of economy to increase business and housing--cooperative for dual credit with MCC and area schools--lower staff at HS by taking away two conference periods--maybe partner with other junior colleges such as Temple College	<ul style="list-style-type: none">--negative PR--statistics need to be factual--# of kids increasing--lack of motivation--STAAR mandated testing takes away from learning and other educational opportunities

Topic: FACILITIES

Scribe: Cheri Zacharias

Strengths - Factors that are likely to have a positive effect on achieving the schools objectives (INTERNAL)	Weaknesses - Factors that are likely to have a negative effect on (or be a barrier to) achieving the school's objectives (INTERNAL)
<ul style="list-style-type: none"> --new primary school (5 years old) --JH has new AC/heating system --football stadium,field house, track, and field are top-notch -HS auditorium renovation including media center and office area -condition of MHS is stellar, very appealing -elementary school is 16 years old but very well-kept 	<ul style="list-style-type: none"> --gym facility for men's and women's activities overcrowded; times for practices too early/late --upstairs gym area is in need of central AC/heating system that work for that area /no insulation (need centrally located competition gym) --JH is old, needs ADA compliance overhaul --strapped for funds financially to make these upgrades -no/inadequate facilities for GWAMA/CTE programs --elementary and jr. high facility entrance-security at-risk and people can walk right into the building and have access with no check-in or holding area/jh has separate buildings which is cause for concern; not all housed under one roof with check-in/ easy access to all. --Ag/CTE facilities are inadequate for desired programs --another location at HS for activities like choir/dance/etcetera to meet and hold practice. -no computer lab for required online assessments
Opportunities - Factors that are likely to have a positive effect on achieving the school's objectives (EXTERNAL)	Threats - Factors and conditions likely to have a negative effect on achieving the school's objectives, or making the objective redundant or un-achievable (EXTERNAL)
<ul style="list-style-type: none"> --new community center could help schools; venue for student activities --businesses and growth could help financially with a tax base for facilities --partnership opportunities to work with other venues with diverse student populations (No Limits, Challenger, Night to Shine) host venue/receive funds --STEM/CTE: local businesses include SpaceX, Trane, Belen, for mentorship such as welding, rocket science, robotics, entrepreneurship, to hold it here on campus/sponsored by local businesses or partnered with funding -- Law enforcement (@ Moody) teach classes for kids to get certification --local businesses interested in building a gym in 	<ul style="list-style-type: none"> --financial threat; dependent on revenues from state --lack of community support, businesses relocate --SpaceX could be a double-edged sword-noise levels could drive facilities away or make people desire to stay --JH is not impressive and 7th kids don't want to come here but 8th going into 9th would be excited; all bathrooms are less than inviting/in need of remodel/6th & 7th grade and annex hallways smell due to dank, dark, and mold issues from years ago; it looks old and less than stellar in comparison to the newly remodeled, bright, colorful tech-savvy high school