

AdvancED

Executive Summary

McClintock

2015-2016

- 1. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

McClintock High School opened in 1964 and is the second oldest school in the Tempe Union High School District. Tempe is a great place live, work, and attend school. McClintock is located in Tempe, Arizona, a diverse, semi-urban community that boasts great weather, wide access to outdoor recreation, arts and cultural festivals, sporting events and proximity to Arizona State University. In this semi-urban community, McClintock proudly enjoys a hard-won status as a highly effective, rigorous, comprehensive high school. MHS employs 94 certified teachers who instruct a wide variety of core and elective classes. Of the 66 courses that require a teacher to have the designation of 'highly qualified' status, 100% of courses meet the requirement. In addition to the teaching staff, four administrators and 62 classified staff support teachers and students in their endeavors on campus. Since McClintock opened fifty years ago, the adults at the school have passed on a legacy that exists today: all staff, whether administrative, certified, or classified is charged with the care and education of the community's students, a mission everyone takes seriously.

McClintock has approximately 1,880 students and a richly diverse student body. Approximately 40% of students are Caucasian, 36% are Hispanic, 12% African American, 7% Asian, and 5% American Indian. Open enrollment numbers have increased in the last few years to over 800 students in 2015-2016, almost 40% of the student body. Not only is the population of MHS diverse in cultural backgrounds, but also in socioeconomic status and academic ability. For example, MHS services over 130 students who qualify for Title I services; 24 English Language Learner students who speak seven different languages; approximately 450 students identify languages other than English as their primary home language; 197 students are enrolled in the Peggy Payne Academy for gifted education; and 164 students receive special education services.

McClintock is proud of the high quality of services provided to learners with diverse needs. Housed at McClintock, the Peggy Payne Academy for Academic Excellence (PPA) opened in 2001 providing specialized instruction and curriculum in all major content areas for forty students. The program has grown to include approximately 200 gifted students from both inside and outside of the district. To address the needs of our gifted population, MHS has a gifted coordinator who works with nine specially trained teachers to design curriculum and to provide enrichment opportunities to support these students throughout their high school careers. In addition to PPA, MHS also has an extensive Special Education program that meets the needs of a wide variety of students. These students enter MHS covering the entire spectrum of IDEA categories of disability, including those who can be mainstreamed as part of their least-restrictive environment all the way to those who are self-contained depending on their educational needs. Self-contained special programs include two levels of Life Skills classrooms, the district's only Medically Fragile Program, one of two TUHSD Emotional Disability programs, and one of two TUHSD Behavior Support programs for students with all disability areas. The 164 Special Education students attending MHS are supported by a team of thirteen special education teachers, one Student Services Coordinator, eleven classroom support staff, two school psychologists, one special needs nurse, one speech language pathologist, and two behavior interventionists.

Although the diversity of our student population is valued at McClintock, it also presents a number of challenges. One such challenge faced by MHS is to address the lower socioeconomic status and language challenges of many of our students. One way in which we do this is by offering programs to help these students academically. Special programs include co-taught classes in core areas, ELL services, and Title 1 programs such as Read 180 and Math Lab. In addition, beginning in 2014-2015, certified reading specialists were provided as support in classrooms to assist our core-content teachers and to support Title I students. McClintock has also implemented the nationally acclaimed Advancement Via Individual Determination (AVID) program for the last five years. AVID is a program that aims to close the achievement gap by preparing all students for college. A typical AVID applicant is an average learner with the motivation and desire to excel academically. Often AVID students are the first in their family to attend college. McClintock offers four sections of the AVID class this year, supported by two AVID teachers and one tutor from Arizona State University. In addition to academic struggles, students of a lower socioeconomic status face financial obstacles which prevent them from purchasing basic school supplies. MHS' guidance department supplies school necessities such as paper, pencils, backpacks, and more to students in need. Often, students do not have access to a computer and/or internet outside of school. To

accommodate these students, MHS' library stays open before and after school to offer computer and internet access. The library also offers a variety of databases and print material for all levels of students, ranging from developmental to college level resources.

Designing strategies and interventions to support students who struggle academically continues to be an area of focus for MHS. In order to try and support our diverse population, McClintock has uses the research-based *Response to Intervention* (RTI) model to help all students succeed. RTI strategies include Tier I interventions such as identifying learning targets, formative assessment and intervention strategies in daily lesson plans, after school tutoring, and a system for identifying students who need more extreme intervention. Additionally, McClintock's teachers implement of Tier 2 interventions by spending a great deal of time assisting students at lunch and after school. McClintock has implemented an 8th hour tutoring program for the last three years, in which all teachers are available to assist students after school. A variety of Tier 2 interventions are also explicitly outlined in lesson plans. As a Tier 3 intervention, a student study team process has been established, and acts as a method for identifying students in need of more extreme interventions, such as 504s, IEPs, and other accommodations.

McClintock embraces a transient population, and unfortunately, some students enter the school having had no formal schooling before. MHS teachers support the learning of these students through the ELL program, counseling services, and research-based interventions in the classroom. Additionally, MHS often sees a large number of students enroll after having been enrolled in online school programs. These students struggle to adapt to the level of rigor of our courses. As with the transient population, MHS teachers and counselors work with these students to ensure proper placement and necessary support. Sometimes students entering McClintock lack basic math skills and English skills needed to succeed in Algebra 1-2 and Freshmen English, and those students who fail the class often struggle to meet the 23 credit requirement for graduation, which includes four years of math and English credits. Closing this gap in learning takes significant partnering between students and teachers and often requires students to take classes outside the normal school day (online or summer school) in order to stay on track to graduate. Although a challenge, MHS addresses this issue by providing Math Lab and Read 180 for our underachieving Title I students in addition to the other RTI intervention strategies mentioned above. MHS teachers and staff recognize the challenge in providing a worthwhile education to all levels of students. The diversity within one class period often ranges from emerging ELL students to gifted Peggy Payne Academy students. Differentiation is a best practice often observed in teachers' classrooms.

Another challenge faced by all MHS teachers is the shift to Arizona College and Career Ready Standards and AZMerit assessments. With the adoption of AZCCRs and change from AIMS to AZMerit assessments, school staff has devoted time and effort to learning the new standards and changing their lessons, assessments and teaching practices. PLC time is built into the school day, and cadres have been developed at the district level to provide time for collaboration on such efforts. In addition, district wide professional development has been provided to educate staff on AZCCR practices, including math practices for math teachers and literacy strategies for all other subjects. Many teachers are also using the online learning management system Canvas in their classrooms to promote a blended learning environment to support students.

An increase in our poverty level over the last decade and an increase in open enrollment students has affected participation in extracurricular activities and challenged our athletic programs. While our activities programs during the school day have stayed strong, many students support their families through working or taking care of family responsibilities rather than participating in activities and sports outside of the school day. Unfortunately, many students face challenges raising the funds required for fees and acquiring transportation to and from home. MHS believes that strong athletic programs attract students through open enrollment and that athletic success tends to motivate a school by emphasizing a school culture of success and pride in both athletics and academics. To support participation in extra-curricular activities, MHS offers payment plans and reductions for fees, and works with the city of Tempe to get Tempe residents a free bus pass. Another struggle that some open enrollment students face is feeling a sense of connectedness to the school, students, staff, and community. Having not necessarily attended the feeder schools that the rest of the student body attended, open enrollment students sometimes feel disconnected. To address this difficulty, MHS held Challenge Day last school year, and intends to do so again this school year. Challenge Day is a program designed to break down walls, encourage respect and communication, and empower students to become leaders.

Another effort to support our students is the continual attempt to involve parents and community. At present, McClintock involves families in a variety of ways, including newsletters, website, Booster Clubs, and more, but it is a goal of MHS to increase family and community involvement. MHS would benefit from further increasing communication between community members, business leaders, and parents, all of whom can assist in supporting the academic efforts and achievement of the student body. Tied to this challenge is further engaging both parents and community members in formal groups and organizations on campus as well as building a community of classroom parent/community volunteers.

Additionally, when considering both open-enrollment students and families with a low income status, MHS recognizes that work responsibilities and transportation challenges can negatively affect parent involvement in both academic and extracurricular activities.

While McClintock is faced with a number of challenges, it is the commitment of the entire staff to strive to provide a rigorous education to meet diverse and changing needs of students.

2. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement

McClintock High School provides a comprehensive, innovative and diverse curriculum supported by an array of extracurricular programs. With community and staff support, students meet high expectations and develop personal responsibility, leading to rewarding futures. McClintock High School students find purpose in education, value in excellence, and meaning in Charger traditions.

Mission Statement

The mission of McClintock High School is to:

- challenge and support students through research-based practices and proactive interventions
- engage students in educational purpose and personal responsibility
- promote pride and participation in Charger traditions
- offer a wide array of extra-curricular activities
- involve parents and community

One component of the vision of McClintock is to provide a comprehensive, innovative and diverse curriculum for students. Despite McClintock’s relatively small size, students choose from a comprehensive, innovative and diverse curriculum, including honors, advanced placement, dual credit, and an assortment of fine and practical arts electives that are more typical of larger schools. MHS offers students opportunities to earn certificates in several CTE programs including Automotive Technologies, Advanced Construction Technologies, Architectural Drafting, Bioscience, Business Management and Administrative Services, Communication Media Technologies, Culinary Arts, Early Childhood Education,

Fashion Design & Merchandising, Law and Public Safety and Technical Theater. These CTE programs of study teach technical skills related to the content area and workplace skills that include professionalism and the “soft skills” that employers desire. To assist our students in their progress toward higher education, McClintock offers over ten different AP courses, AVID courses that teach time management, professional skills and academic goal setting, dual enrollment courses which enable students to earn an Associates of Arts degree before they graduate from high school, and a College Prep course designed for freshmen and sophomores that prepares students for high school and college success by emphasizing note-taking skills, study skills, and communication skills. Our core course options allow students a variety of classes to choose from as they select classes that will meet the Arizona graduation credit requirements. Additionally, many content areas offer students the opportunity to participate in national competitive assessments, including National Spanish and French exams, The Physics Bowl, The Science Bowl, and State and National American High School Math Exams.

One aspect of our vision and mission is building a culture in which education is valued and that high expectations are upheld. This is true for staff as well as students. In order to support this culture, teachers hold themselves to the same high expectations, and MHS is proud of the large number of teachers involved in leadership positions focused on improvement and student achievement efforts. The number of teachers who have accepted a leadership role has increased over the last three years, and currently this includes over 30% of our teachers. There are ten department chairs and numerous teachers who represent their departments by serving as chairs of cross-curricular targeted improvement areas, including AVID, Student Engagement Data Collection, Formative Assessment Process, Focused and Intentional Teaching, Curriculum and Assessment Cadres, Steering Committee, and Site-Based Council. In addition, all teachers participate outside the classroom in academic endeavors. All teachers serve on discipline-specific PLCs charged with aligning course performance objectives with AZCCRS; developing a common scope and sequence and common assessments to measure performance objectives; and discussing research-based best practices. Additionally, teachers share and analyze student data to determine gaps in teaching and learning and make instructional adjustments. Teachers also share instructional practices that engage students in critical thinking activities and are effective for teachers and students. During PLCs, teachers also discuss strategies to meet goals set by the school, district, and at times the individual. All PLC artifacts, including minutes, agendas, common assessments, and student work are collected and submitted to administration for quality checks and accountability. Additionally, a Professional Development plan has been built into the

school year, and provides teachers the opportunity to work in cross-curricular peer groups, and to develop formative assessment skills.

To support the learning of underperforming subpopulations, administrators and teachers take great care in planning and implementing a variety of resources. Instructional leaders define programmatic priorities for underperforming students through Title I and ELL supplemental courses and services, including the Read 180 program and a Math Lab course. It is a priority to retain small class sizes where it is most needed, and meet the special needs of honors and gifted students by staffing PPA, AP, and Dual Credit courses. Counseling services include personal/social, career, and post-secondary guidance. MHS also has a Tempe Social Services counselor who works with individual students who are in crisis and a Career Technician who works with CTE teachers and curriculum to provide extra support. In addition, Child Find and other processes identify students who require special interventions. To facilitate appropriate programs, services, and interventions for special education learners MHS has are fourteen teachers and eleven instructional assistants working with mentally and physically handicapped students, a work-bridge coordinator, two social workers/behavior interventionists, a speech pathologist, a medically fragile nurse, and two school psychologists. As mentioned earlier, as a part of an effort to provide supports for students, McClintock implements a *Response to Intervention* (RTI) Tier I, II, and III system to address the needs of all of learners. As a Tier I intervention, teachers create daily lesson plans that include learning targets and incorporate daily intervention strategies to help students while in the classroom. Also as a Tier I intervention, teachers implement a formative assessment process to monitor progress. As a Tier II intervention, since 2013, McClintock has implemented an 8th hour tutoring program to offer academic assistance to students in need. All teachers are available for students to meet for additional help and remediation after school, and often teachers are available before school and at lunch as well. Lastly, as a Tier III intervention, McClintock has also created a Student Study Team process in which teachers, counselors, administrators, and parents of a student will meet with the student to create a plan to assist struggling students to receive academic support.

Several components formulate McClintock's vision about students and their performance. Students need access to a wide variety of academic and extracurricular endeavors, and they are encouraged to develop a four-year academic plan that leads to post-secondary education, which includes coursework, extracurricular activities, leadership opportunities, and community service. In addition, MHS students are encouraged to develop a sense of academic purpose and responsibility, and to feel a sense of connectedness within the school. The Charger Media Productions, a student group, produces and broadcasts public

service announcements about student academic responsibility and success. The PSAs include messages about Charger traditions, public safety, academic success, personal responsibility, healthy habits, citizenship, and respectful conduct and communication. MHS students are encouraged to be self-motivated, possess positive attitudes and come to school prepared, as they prepare for their future and demonstrate a commitment to life-long learning. To support this, MHS has brought in a variety of guest speakers to discuss motivation and success as well as implemented programs such as Rachel's Challenge, Challenge Day, Link Crew. Finally, students positively communicate with adults as well as students on campus. Respect exists among all; this is evident by the positive choices students make each day, and is supported by data collected via student surveys regarding educational purpose and responsibility. MHS is proud of the fact that the number of discipline infractions has decreased over 50% over the last three years. Parents and community members demonstrate respect for the school by the support and commitment they make to the success of students.

Students participate in a full range of sports and activities. Freshmen, junior varsity and varsity teams are offered for eighteen different sports, and over sixty sponsored clubs and organizations are available for students to join that represent a diversity of student interests. Sports offerings include various levels of football, baseball, softball, spirit line, badminton, boys' and girls' basketball, volleyball, tennis, soccer, track, cross country, and swim and dive. Clubs include Chess Club, Hip Hop Club, Anime Club, Robotics Club, Student Council, Yearbook, Dance, HOSA, National Honor Society, Young Democrats Club, Black Student Union, Engineering Club, Teen Court, Fellowship of Christian Athletes, and more. Several of the clubs are award winning, including the band, orchestra, choir, dance and drama programs that receive accolades, honors and awards annually. HOSA, Speech and Debate, and DECA have each had students rank at the national level. Student Council and many clubs promote Charger traditions during spirit weeks, school dances, pep rallies, "dress up" themes at football and basketball games, "Red and Blue" Fridays, Mock Rock and more. These traditions promote a sense of community and belonging as all Chargers know... "Once a Charger, Always a Charger".

It is the vision of McClintock to involve parents and community. The parents who volunteer learn about the school, its programs, and its staff. MHS Booster Clubs are active in fundraising as well as participating in various campus activities including sporting events, organizing the Teacher Welcome Back Breakfast and Teacher Appreciation Week, and planning and hosting Grad Night. In addition, there are booster groups for particular organizations: band, choir, and orchestra boosters serve as a pit crew for concerts, U-Haul drivers who load/unload band equipment for games and parades, and who go on tour and

provide breakfast for students. Dance boosters support pre-concert practice hours by sharing dinner preparations and making costumes, while drama boosters supply stagecraft materials, feed performers and crew at rehearsals, take tickets, and usher. These booster groups also participate in field trips and tours by driving and/or chaperoning. In addition to Boosters, every level of each sport has at least one or two volunteers helping with practices and games; larger programs like football and baseball have as many as eight volunteer coaches annually. In academics, PPA parents participate as guest speakers for Brown-Bag Lunch events, in enrichment activity participation or chaperoning, and in hosting awards and celebration events for students and teachers.

McClintock enjoys a wealth of support from the parental and business community. Parents and community members serve on MHS' site-based council, providing input and helping make decisions about the school. The surrounding community also provides numerous resources, programs, and partnerships with the school. They include:

- Tempe Police Department--provides the school resource officer,
- Tempe Social Services--provide behavioral health services,
- Tempe Diablos--offers numerous awards and services to students and staff,
- Mesa Community College--offers the ACE program for Hispanic students,
- Rio Salado Community College--offers dual enrollment credit for numerous courses,
- ASU --offers biotech, aerospace partnerships as well as AMASU scholarships for African American Males,
- All City Association--provides students banquets and awards,
- Tempe Women's League--provides backpacks to 100 students and gives Prom Night Packages to numerous students each year.

In addition, each year ASU hosts several PPA student interns who work with ASU professors to conduct research in a wide variety of projects, from space research to psychological research on addiction. Various community groups work with singular content areas, like SRP who facilitates action research for automotive students - converting French fry oil into gasoline or powering a golf cart with electricity and Chevron's Sustainability Project that installed solar panels on campus. Working with the business department, various industry professionals participate in the Junior Achievement (JA) program by coming into the classrooms to co-teach elements of the curriculum. Student achievement is important at MHS. The support of parents and community reinforces the weighty goal of ensuring success for all students.

3. Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

McClintock has many achievements for which to be proud. By seeking input from all stakeholders, McClintock High School has enjoyed a great deal of success from a broad spectrum of their student body and staff. Their efforts have led to McClintock earning a grade of “A” for six consecutive years from AZ LEARNS, an A+ Award from the Arizona Educational Foundation, and a National Title I Distinguished School Award given to only two schools in each state and rarely given to a high school.

In April 2012, McClintock proudly received the A+ School of Excellence Award. The A+ Judges from the Arizona Educational Foundation wrote the following: "...McClintock has transformed itself into an academic powerhouse as evidenced by their achievement as an 'Excelling' school by the Arizona Department of Education.... In 2011, McClintock graduated a Flinn Scholar, four National Merit Finalists, and earned 4.4 million dollars in scholarships. The Chargers have done this while their demographics are shifting each year to a higher percentage of what is considered 'at-risk' students...."

McClintock is also proud to have won the National Title I Distinguished School Award in 2015-2016. As a Title I school, MHS offers supplemental programs that consist of instructional services and instructional support services that help disadvantaged students achieve high academic success. McClintock is the only school in Arizona to have qualified for this award in the two set criteria areas: 1) Highly Performing; and 2) Significantly Closing the Achievement Gap. This is quite an accomplishment and qualifying in the two areas is very rare.

Another success of MHS teachers is the implementation of a student engagement initiative. Over the last three years MHS has trained an Engagement Leadership Team in Dr. Jerry Valentine’s Instructional Practices Inventory (IPI) Protocol. The team gathers and analyzes student engagement data every quarter. Following the data collection process, each department meets so teachers can discuss trends in the data and best practices for keeping students actively engaged in their learning.

It is also worth noting that many strides have been made by MHS teachers in curriculum, instruction, and assessment. Tempe Union High School District has implemented a three-year plan engaging teachers and students in the formative assessment process. Teachers are trained to use learning targets, criteria for success, strategic questioning, assessment, student goal-setting and student reflection. Since 2014-2015, MHS has successfully implemented learning targets, criteria for success and strategic questioning into daily lesson plans. One school wide goal this year is to continue with the TUHSD plan

and to successfully implement the formative assessment process. Another initiative of the TUHSD is to utilize Canvas, a learning management tool for students and staff. MHS teachers have successfully been incorporating Canvas into their classrooms at varying levels and use of the tool continues to grow throughout campus.

When Arizona adopted and implemented new standards, it was a challenge to adapt, but McClintock teachers have made considerable strides in the implementation of the Arizona College and Career Readiness Standards. While this endeavor is still a work in progress, all courses on campus have taken responsibility for implementing new literacy strategies to help students to be successful with the new standards. For the past three years, Math, Science, Social Studies and English teachers have collaborated at the site level in PLCs, as well as at the district level in Cadres to design curriculum, design scope and sequence, and to develop resources and assessments for the new standards. Additionally, quarterly assessments have been developed at the district level by a cadre of representatives from all TUHSD sites to be used as benchmark assessments aligned to the new AZCRRS.

In addition to these broad recognitions of the school, McClintock is proud of the many successes and accomplishments of the staff. Over the last few years, MHS staff have won a variety of awards celebrating their commitment to education. Such awards include multiple Tempe Diablos Awards over the past four years and a Foreign Language Teacher of the Year. Additionally, one business teacher was selected as a National Master Educator for Take Charge Today in which she will travel to national conferences for the next three years to teach peers about financial literacy. That same teacher is currently an applicant for the Arizona and National Teacher of the Year Award. MHS's choir teacher was awarded KEZ 99.9's Excellence in Education Award in 2011. Additionally, the band director and a choir teacher both served as Chairs in their Regional Band and Choir, respectively. And this year, the orchestra director will present at the Arizona Music Educators Association Conference.

While the recognition of the staff is admirable, it is the success of the students that makes MHS proud. The graduation rate of MHS students rose from 78% in 2014 to 86% in 2015. Students have achieved this while also meeting the increased credit requirements by the state of Arizona and TUHSD, an increase from 20 credits in 2011 to 23 credits in 2015. A goal of MHS the last two years has been to increase the number of credits earned by students each year; measured by the number of students passing all their classes. MHS is happy to report that the number of students who passed all their classes increased from 65% in 2014 to 80% in 2015. More specifically, in 2014-2015, MHS set and successfully reached a school-wide goal to increase the number of credits earned by freshmen and sophomore classes to 92%.

Furthermore, MHS receives and reviews National Clearing House Data detailing the percent of students who enroll in college after graduating. In 2014, 66% of MHS graduates enrolled in college the semester after finishing high school. Many McClintock students are awarded scholarships to a variety of colleges and programs. The graduating class of 2015 earned in excess of 5 million dollars in scholarships from the universities they planned to attend. McClintock graduates have attended universities across the nation, from Columbia University to Swarthmore, from Fordham to Baylor and many other top universities in the nation as well as across the state of Arizona. McClintock is proud to have National Merit Finalists, National Merit Commended, National Hispanic Scholars, National Achievement Scholars, a Bill and Melinda Gates Foundation Millennium Scholar, Flinn Scholars, a Dell Scholar and students graduating with enough dual credit hours to earn not only a high school diploma but also an Associates' degree from Rio Salado Community College. Additionally, two students won an award for Arizona Language Association 2015 Scholarship for Outstanding Foreign Language Student at the Secondary Level.

In 2015, McClintock graduated its second class of students in the AVID program. Twelve seniors graduated and wore blue and yellow cords signifying their great sacrifices in order to continue with the program for four years. One joined the military and the other eleven are enrolled at institutions of higher learning in the fall and are among the first in their families to enroll in college. These students earned over \$600,000 in scholarships to assist with their higher education.

The efforts made by McClintock's math faculty have yielded tremendous results. In 2013-2014, for the second time in four years McClintock High School had the highest math AIMS standardized test scores of any high school in Maricopa County receiving Title funding. McClintock has been in the top four for the last four years. And although AIMS is no longer used throughout Arizona, MHS' math department and all departments continue to work diligently to prepare students for the new standardized state test, AZMerit.

Many accolades have also been awarded to clubs, sports, and other programs on campus. McClintock's yearbook class puts in countless hours each year to design a memorable yearbook. Because of these efforts, MHS' yearbook proudly won a Gold Medal from the Columbia Scholastic Press Association. Additionally, the National Scholastic Press Association awarded Marks of Distinction for Concept, Coverage, Design and Photography, and an Honor Rating of All-American. Many of MHS' sports teams can boast about their successes in the last few years, as well. Boys' Volleyball made it to the second round of state and two of their players made All City. Boys' Basketball had a player earn an award from

the Phoenix Chapter of the National Alliance of African American Athletes. Girl's Golf has had a player qualify for State for the past four years.

McClintock's fine arts program boasts multiple accolades every year. The choir program has had many students named to state choirs, such as Arizona All-State Choir, All-State Show Choir, and All-State Jazz Choir. A Cappella and Chanticleers choirs have received Gold Awards at music festivals such as the Heritage Festival in Anaheim. Proudly, a handful of students in the past four years have gone on to major in music at Arizona State University and Northern Arizona University after graduation, and one student was hired as Disney princess and performs at Disney World. The band program at MHS has also had some notable achievements in the past few years. Participating in festivals such as ABODA State Marching Festival and the State Concert Festival, ratings of "Excellent," "Superior," and "Superior with Distinction" have been awarded, some of which included special caption awards for percussion, general effect, color guard, visual performance and music performance. The orchestra program has received Gold and Outstanding Orchestra awards from all Heritage Festival performances. Many orchestra students each year are accepted to the Regional Orchestra, All State Orchestra, and the Phoenix Youth Symphony Organization, and one student was awarded the 2015 Arizona Music Educators Association Music Scholarship. The dance program, like other fine arts programs on campus, not only puts on widely attended evening performances, but can also boast about winning Overall Distinction in Choreography, Performance, and Technique for the past six years from the Arizona Dance Education Organization (AZDEO). The McClintock Visual Arts classes provide students a rigorous program that is focused on progressing toward earning a university degree in various visual arts fields. The work created by these students has been included in the summer exhibit at the Tempe Center for the Arts the last two years, and two students have worked as interns at the Tempe Center for the Arts. Student work has been exhibited in the district's Art 6 Show, and student artists participate annually in the Tempe Sister Cities contest and show where numerous prizes have been won. Also, McClintock students enter the Congressional Art contest, sponsored by Representative Kirsten Cinema, each spring. In 2015, several awards were won, including first place in the digital art category. MHS is proud to be the only school in the valley to have won the Valley Metro Bus Wrap Contest three times. MHS art students have also contributed to the campus itself, from designing the Vision and Mission Posters displayed throughout campus to the 50th anniversary mural displayed in the lobby of the front office.

McClintock is proud of its many accomplishments, but also recognizes that there is always room for improvement. MHS leadership will continue to support teachers in the implementation of the district's

three-year plan, and set goals to continue to improve student achievement. Teachers will participate in professional development opportunities to improve their teaching, and PLCs will continue to collaborate to implement the new AZCCRS standards. MHS will strive to improve its sports program, and to engage families and community in as many ways as possible.

4. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

McClintock is the second oldest school in the district and, over time has become steeped in tradition. That tradition is highly valued by staff and students, both current and former. The “Once a Charger, Always a Charger” chant heard often holds true; former students return to teach at MHS and alumni continue to give back to the students and the school.

The school culture is positive, morale is high, and MHS is a place in which staff enjoy working and students enjoy attending. The environment is positive, safe and inviting. Positive relationships exist between teachers and students and among staff. Staff demonstrates a willingness to take on new challenges, to adapt their teaching, learn new strategies, and give of their time and effort. Not only will staff devote hours of their time to helping students, but in the last few years, MHS has adopted a “teachers teach teachers” attitude toward professional development. Many of the Professional Development workshops offered at MHS are teacher-led, making them relevant and meaningful for the staff. Staff also gets involved in a variety of activities and committees, from supporting sporting events after school to serving as department representatives on committees such as steering committee, engagement leadership, and more.

As motioned, one valuable asset of MHS is the diversity of the student population in terms of ethnicity, culture, background, interest, and involvement; student interaction among varied students and student groups enhances the community feel of the campus. MHS students have their share of struggles economically, socially, behaviorally and personally; the staff touts their ability to overcome those challenges as a prevailing asset. As a student body, one of their collective, best qualities is their involvement of in academic, athletic, fine arts and community events. Staff members create strong programs for students, and support them by attending the events. Students not only participate in the numerous co- and extra-curricular activities, but also attend events as spectators to support their friends and peers; football games, drama productions and dance concerts alike tend to be standing room only events.

Another noteworthy aspect of McClintock is that the campus is often open to the community. A variety of local programs use our facilities. Tempe orchestra uses our auditorium; Larry Fitzgerald camp uses our campus; marathon groups use our stadium; and our fitness center is open to the public. We have a strong sense of community. Additionally, we house a preschool on campus, and allow our students to earn credit working with this program.

McClintock is also proud of the number of students who are involved in a number of areas in our school community. MHS has students who serve on the Superintendent's student advisory council in which six students from MHS meet with the superintendent monthly to discuss student matters. MHS has a student delegate to the Congress of Future Science and Technology Leaders that represented MHS and the state of Arizona. Twelve students were recognized at the Youth Fest 2015 Courage Awards at Tempe Top Teens Recognition Dinner, a student competed for the third year in a row at the DECA International Career and Development Conference placing in the top 20 in her event, and many athletes have been recognized as All City Athletes. Health Occupation Students of America (HOSA) had members rank in the top five and three qualified for national, and three students competed in the Congressional District 9 student art competition. Additionally, since 2010 MHS students and staff have competed in a reading challenge against their sister schools. Last year, students and staff read over 200,000 pages in a five-week period. In the 2014 election season, students at McClintock High School seized an opportunity to do more than just learn about our local government by organizing and hosting a candidate forum for the local elementary and high school district governing boards. Students contacted the candidates, publicized the event, orchestrated the facilities and resources, moderated the forum and managed the event. In addition, the students learned how to act as a link between the people and the local school boards. They took on a project that required strong written and verbal communication skills, coordination of many groups of people, research of educational issues, and a large amount of motivation and enthusiasm to take this from an idea through the actual event.

All in all, the location, supportive community, diverse student body, variety of courses, options for activities and athletics, knowledgeable and caring staff, supportive administration, continued "A" school label, and desire to continually improve makes McClintock distinguished among high schools.