

McKinney Independent School District
Faubion Middle School
2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

Positive school culture and a safe environment foster growth.

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

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

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Faubion Middle School's current enrollment is 1,339 students for grades 6-8. This year's 6th grade class is a notable increase from previous years at 460 students. Our 7th grade class is 431, and our 8th grade class has 448 students. Of our total student body, 542 students (41%) are designated as economically disadvantaged (EcoDis). The ethnic demographic breakdown of our student body is 40% White (536 students), 37% Hispanic (492 students), 15% African American students (197 students), and 3% Asian (44 students). This breakdown is reflective of the larger McKinney community. Our English Learners (EL) student population is 17% (231 students). We have 183 students receiving specially designed instruction, which comprises 14% of our overall student population.

There are three special programs at FMS to serve specific populations of students:

- The Newcomer Center is for students who are new to the US or US schools and have limited English language proficiency. The primary focus of this unique learning environment is to assist students in advancing their English proficiency to support academic achievement.
- Spanish Language & Literature is a program that is a continuation of the Dual Language program that is unique to one of our feeder campuses, Caldwell Elementary. The program at the middle school is different than the dual language program at the elementary school. The purpose of the Spanish Language and Literature program is to help students learn and focus on academic vocabulary, Spanish literature and culture. Students who complete the first two years of the program receive high school credit for Spanish I and Spanish II. These students are eligible to take Pre-AP Spanish III, also for HS credit.
- Functional Academics Class (FAC) is a Special Education program that serves students that have a mild-to-moderate level of functioning. Our goal is to maximize the students' level of productivity and functioning that will allow them as much independence as possible, based on their disability.

Demographics Strengths

Faubion enjoys a naturally diverse population due to being the county seat in Collin County, its proximity to a historic downtown district, and the a bustling economy throughout the entire metroplex. We also house a Newcomer Center for the district that brings an additional layer of diversity to our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Though our school continues to close the achievement gaps that currently exist, we will continue to work very hard until no gap exists. **Root Cause:** We have a very transient population. There is a lot of movement back and forth. We also have a high percentage of our students that are socioeconomically disadvantaged (38%).

Student Achievement

Student Achievement Summary

FMS is arguably the #1 middle school in the state of Texas. In our comparison group, which compares the 40 schools across the state who are most similar to us in demographics and size, we are the #1 ranked school. In comparison to the five middle schools in our district, we are the NINE time defending academic UIL champion. We have arguably the best performing arts program in the entire country. Our athletics program provides a high level of challenge and expectations for all of our student athletes.

Student Achievement Strengths

FMS teachers will work collaboratively to design engaging and culturally relevant lessons in all content areas. Communication to parents will include weekly newsletter, social media sites of Facebook and Twitter to keep our community informed of the events and celebrations of success at FMS. Student Recognition will continue to include Lion's Pride and Faubion Merit Scholar quarterly awards. Sheltered instruction practices will support emergent bilinguals and help to promote further academic achievement for all students. Our Newcomer Center in an innovative approach to helping our Emergent Bilinguals improve their proficiency in English. Co-teach and Inclusion models will support Special Education students. Administrators will monitor student performance data and products to ensure students are being successful. FMS students continue to score at or near the top on District Assessments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our percentage of students who score at the Advanced level on STAAR should be higher. **Root Cause:** We need to identify those students who have the potential to score at the advanced level and engage them academically in a way that meets their needs.

School Culture and Climate

School Culture and Climate Summary

Faubion Middle School has a proud history dating back to 1986. We're continuing to build on our positive culture through innovative ways to celebrate and recognize student and staff excellence and performance. Our Lion's Pride is a tradition at FMS that recognizes students who are academically successful and who exhibit exemplary character. Lion's Pride is our gold standard. The FMS Merit Scholar program recognizes academic excellence for students who receive a grade of 93 and above in all classes each quarter.

The Lion Pride Press newsletter highlights exemplary instruction, celebrates student successes, and point out acts of kindness by our students. We believe in highlighting the positive and helping students develop their potention towards their post-secondary goals.

Our counseling team incorporates a monthly "Live Kind" lesson into core content classes to help students become effective communicators, quality contributors, and socially responsible citizens.

Our campus is full of student work and incorporates student-driven projects as part of our regular business.

School Culture and Climate Strengths

Faubion MS has a positive culture that has the student at the center of everything we do. Our staff believes strongly in the potential of each child. We believe greatly in collaboration and collegial conversations that form the foundation of the work we do in PLCs. More importantly, our staff at Faubion understand the purpose of connecting with families and forming relationships that foster trust and commitment. This year as part of our ongoing effort in Community Outreach, we attended the Back to School/Meet the Teacher Night at three of our feeder elementary schools: Malvern ES, Caldwell ES and Burks ES. These are our feeder campuses where a vast majority of our economically disadvantaged students come from, so it was important to us that we reach out to those families to provide support in helping to register their student, update their information in eSchool, collect proof of residency information, etc. We also have a low absenteeism rate among teachers. This is indicative that teachers like coming to work and enjoy being here.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have an entire school community who embraces differences among those in our school community, yet our campus-wide celebrations do not make a specific point to acknowledge those differences.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Faubion Middle School remains committed to hiring the best and brightest staff. We have a very low turnover rate. This year we added 16 new staff members, making the induction process even more important as we sought to impress upon them the importance of innovation, collaboration and self-reflection to improve their craft. The principal regularly celebrates specific staff actions by making mention of exceptional work over the PA in the morning greeting. A culture of trust and mutual respect is built with every interaction, and staff are treated as the cherished member of the team that they are.

Staff Quality, Recruitment, and Retention Strengths

We have some great teachers at Faubion that love this school. Our Team Leads, Department Chairs and Instructional Coaches are among the best educators in the profession. They have a passion for the craft and a love for kids. Our goal this year is to continue our focus on the relational aspects of the teaching-learning experience. Our teachers are also very collegial with each other and the administration, forming bonds that will help us to retain our very best. The Faubion Middle School administration is very active in seeking out talented individuals to join our team and we will continue to do that for years.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our staff is intervention-focused, and they go the extra mile to to meet the needs of students. However, with that determination comes a need to focus on social-emotional needs of staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Faubion Middle School has the great advantage of having a viable and guaranteed curriculum that is provided by the state and implemented by our fantastic teachers with the support of our MISD Curriculum Coordinators. Our Senior Director of Curriculum and Instruction has played a pivotal role in reshaping the way we go about the business of teaching in MISD. That has helped quite a bit. Our teachers will continue to hone their craft and take risks are learning new and innovative ways to engage our students in authentic learning experiences.

Curriculum, Instruction, and Assessment Strengths

Faubion Middle School will continue to focus on a mastery learning model. Working in tandem with our campus leaders, curriculum coordinators and instructional coaches, our teachers will design engaging lessons, utilizing the District-adopted Schlectly's Lesson Design for Engagement Model and other empirically-based, effective instructional practices. Common planning time is and will continue to be a priority in our master schedule as this allows teachers time to collaborate and engage in collegial conversations as part of their PLCs. Teachers will develop summative assessments together, tying each questions to the appropriate Texas Essential Knowledge and Skills (TEKS), which will allow us to monitor students' progress over time by Student Expectation(SE).

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Intervention- and extension-focused instruction creates scenarios where students are focused on outcomes only instead of developing transferrable communication skills. Incorporating language output into instructional activities in every class throughout the building will help students to develop the characteristics of effective communication.

Parent and Community Engagement

Parent and Community Engagement Summary

Faubion Middle School enjoys a diverse community. With that diversity comes a range of options for engaging and involving members of the community. This year, we wanted to assist our parents who had challenges completed the paperwork required to register their students for school. We offered four registration nights, a service that no other middle school in the district offered. We had a line of parents that showed to interact with us. Many of them thanked us and commended us for such an innovative approach to Community Outreach. We also plan to engage the community in other ways this year through the improved use of social media, email, weekly parent letters, etc. Our Meet the Teacher Night was very well attended. The 600+ seat auditorium was full with an estimated additional 100-200 parents and students that were unable to be seated in the auditorium. Many of the teachers who have worked here for many years said it was the best attendance Faubion has ever had in its history! We attribute this to our marketing blitz and the excitement around the changes that have occurred at the campus.

Parent and Community Engagement Strengths

Our parents at Faubion have a strong desire to be involved in their student's academic lives. We plan to offer parents an opportunity to partner with our teachers as guest speakers, presenters, chaperones, etc. Our hope is that each parent will commit at least one day to helping on our campus this year. Our PTO is incredibly strong and organized as well. They have several programs they do throughout the year to encourage parent and community participation, which builds PRIDE in being a part of the Faubion Family. The parents also receive a weekly email from most of their child's teachers and the principal to keep

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We would like to see a greater level of involvement with the parents of our emergent bilinguals. Increasing the academic performance of this group of students is an area of focus for our campus. **Root Cause:** We are intentional in our hiring practices of welcoming those from diverse backgrounds and experiences. Communication from the principal is also provided in multiple languages to help with any communication barrier.

School Context and Organization

School Context and Organization Summary

Faubion Middle School has approximately 1,350 students this year. Unlike the other middle schools which all sit along major thoroughfares, our school is right in the center of the neighborhood. We are the oldest middle school in the district. The building where Faubion Middle School current stands previously served as McKinney High School from the 1950's to the late 1980's. The school is named for the former Principal of McKinney High School, Mr. Jack Faubion, who went on to become the Superintendent of McKinney ISD schools. Faubion is on the east side of Highway Interstate 75, a very established side of town. We have several multihome residential units in our zone, so many of our students live in these homes that have subsidized housing. The school's leadership consists of one principal, three assistant principals, and three counselors. Each of the assistant principals is paired with a counselor and they share an office suite, called a "House". Each house also has a House Secretary. Students are assigned to a House based on the first letter of their last name. The organization itself is healthy. Our low turnover rate among teachers and relatively high attendance rate for students at 96.7% is an indicator of the health of our organization.

School Context and Organization Strengths

Faubion has maintained an overall attitude of excellence in all areas. Our students have come in 1st place at the annual UIL competition, which includes all of the middle schools from MISD and Allen ISD, for the past 6 consecutive years. Also, our Fine Arts program is thriving. The visual arts currently enjoy healthy enrollment in Art 1, Art 2 and Advanced Art. As for the performing arts, this year we have over 200 kids in Choir, over nearly 400 kids in Band, nearly 300 in Orchestra and nearly 100 kids in Drama. Our Athletics programs are also strong. We currently have over 360 kids in athletics with a healthy split between boys and girls. Our CTE programs are focusing this year on attracting and recruiting students who may be interested in STEM endorsements in high school or STEM-related post-secondary studies or careers. Our AVID program is also doing well. Our goal is to become a Demonstration School within the next three years, so we will continue to look for ways to promote AVID and the college-going mindset that comes along with the program.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: In focusing on filling academic gaps, there are times when students land in an intervention elective that may not suit their overall needs. Our principals and counselors have worked hard to develop flexible structures that adjust to the needs of our students.

Technology

Technology Summary

All of the classrooms at Faubion Middle School are equipped with advanced technology including Vivitek TVs, teacher MacBooks, district-issued MacBook computers for students. Every student and teacher has their own Google account and email to have professional correspondence. We believe in students learning technology as a means to become producers, as opposed to simply consumers. Every student and teacher has a Google Account that can be used to store documents, complete assessments, collaborate, and share resources. Our entire campus uses Canvas as a warehouse for teachers to store assignments and keep students and parents updated. Parents are reminded to check the Home Access Center for current grades and attendance.

Problem Statements Identifying Technology Needs

Problem Statement 1: All students have a district-issued MacBook computer. Teaching digital citizenship is especially important in today's day and age, where social media platforms can be accessed quickly with little oversight.

Priority Problem Statements

Goals

Goal 1: Focus on increasing culture of positivity, awareness, and kindness (Social-Emotional Learning through Live Kind Lessons and campus-wide efforts).

Performance Objective 1: Principal will incorporate celebrations of kindness in every weekly newsletter, highlighting specific students. Counselors will meet with all students on a monthly basis, teaching them social-emotional learning ("Live Kind") lessons during their core content class.

Evaluation Data Sources: Lion Pride Press Newsletter and Counselor Notes

Goal 2: Continue with data-informed instruction, and pre-determine intervention/extension activities to fill academic gaps.

Performance Objective 1: For all 6th grade and 7th grade students, we will administer the beginning-of-year, middle-of-year, and end-of-year Measures of Academic Progress (MAP) norm-referenced test for every subject area. The results of these data, among other data points, will help to decide on class placements and report on student growth over time. 8th grade students will take the beginning-of-year and middle-of-year MAP tests. Teacher teams will develop common formative assessments and compare data to determine intervention/extension strategies.

Evaluation Data Sources: MAP Results, Common formative assessment data

Goal 3: Focus on the work of PLC Teams to promote professional learning, employee collaboration, and interventions that promote student academic and social growth).

Performance Objective 1: All teachers will be part of a high functioning PLC team, where team members have a shared vision, goals, common formative assessments, and intervention/extension strategies. The PLC teams will meet regularly to incorporate language output strategies into every instructional activity, ensure consistency in instruction across classes, have job-embedded professional development, and use data to make decisions.

Evaluation Data Sources: PLC Team Meeting Notes, Lesson Plans

Goal 4: Focus on increasing the use of academic vocabulary to promote student engagement, academic achievement, and communication ability of all students (through language output with every instructional activity).

Performance Objective 1: All teachers will utilize a language output strategy with every instructional activity to A) increase the level of student engagement and B) help students develop the use of academic vocabulary. Teachers will receive a variety of trainings and job-embedded PD as a means to develop their ability to promote a language-rich interactive classroom.

Evaluation Data Sources: Evaluations, PLC team meetings, Campus-wide trainings, Department trainings, Book study

