

**McKinney Independent School District**  
**Finch Elementary**  
**2018-2019 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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

- Hispanic 74%
- African American 14%
- White 9%
- Limited English Proficiency (LEP) 54%
- Economically Disadvantaged 87%
- At Risk 64%
- SPED 16%
- GT less than 1%

Finch is a bilingual campus with 45% of students enrolled in in the Spanish Bilingual Program. Many other programs are provided on the campus to meet the needs of our students including ESL; Spanish and English dyslexia support, ALPHA and special education programs including Resource, Functional Academics (FAC), Structured Teach Class (STC) and Speech Therapy. FAC and STC are centralized SPED programs and for that reason, the Finch percentage of SPED students (11%) is above the recommended 8.5%. Finch continuously monitors and identifies trends in student representation in SPED programs. When the centralized program is taken out of consideration in the percentages, Finch is closer to the district target percentages.

### Demographics Strengths

Finch has a long history in the community and many of our students have parents or even grandparents who attended Finch. Such roots contribute to a positive campus climate and foster community support. Student attendance averages over 96%.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Less than 1% of Finch students qualify for the ALPHA Program.

# **Student Achievement**

## **Student Achievement Summary**

Finch 2015 STAAR All Student results are listed below. Finch earned Meets Standards. All system safeguard indicators were met.

All Subjects- 63% Reading - 57% Math- 75% Writing- 45% Science - 65%

## **Student Achievement Strengths**

Finch was identified as a Title 1 High Progress School in Fall 2015

# School Culture and Climate

## School Culture and Climate Summary

The prevailing culture of Finch is based on building positive relationships to create a safe, healthy climate of trust and learning while embracing a "no excuses" philosophy for student achievement. Students have opportunities to participate in after school clubs and enrichment activities. Finch staff are actively involved in planning and supporting engaging instruction and campus activities. Attendance by parents at evening campus events is high.

## School Culture and Climate Strengths

All students start their day at Finch in a positive way by enjoying a free, healthy breakfast before school starts.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Although there is a high attendance by families at campus events, there is a need to focus on providing more opportunities for increased parent and student involvement at the planning and decision-making level. To address the need, Finch will focus on:

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Currently, all Finch teaching and paraprofessional staff are highly qualified. Our conviction to our motto "Every Child, Every Day" shows in campus practices developed to grow and retain staff. New teachers are provided campus mentors. In addition to being a member of a grade level team, teachers are also empowered as representatives on vertical teams and committees. Teachers are also encouraged to participate in campus leadership and decision making through positions such as academic specialists, team leaders, point people, committee chairpersons, staff development presenters and project leaders.

## Staff Quality, Recruitment, and Retention Strengths

Currently, 100% of teachers and paraprofessionals at Finch are highly qualified. Finch teachers are encouraged and provided opportunities to participate in campus leadership and decision-making opportunities.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teachers are challenged daily to design and implement rigorous instruction to enable our high percentage of at-risk students to meet state standards. Ongoing, targeted professional development is needed to learn strategies that are effective with at-risk, ELL and economically disadvantaged students. There is also a need for extended planning opportunities for lesson design.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

MISD uses Forethought and Aware in Eduphoria so curriculum, lesson planning and student assessment data are available in one place. Teachers and staff are provided ongoing training in using the tools for planning instruction and tracking student progress. To ensure that the rigor of instruction is aligned to state standards, teachers plan weekly as teams for each content area. As teachers plan lessons for the week, they have collegial conversations about whether the activities planned offer the rigor needed to be successful on assessments. Academic coaches help with planning and are in classrooms daily to coach and model. Administrators perform frequent walkthroughs and provide feedback. ESL and Bilingual teachers have been trained in ELPS and SIOP to meet the needs of second language learners. Teachers post student objectives in the classroom daily in "Kid Friendly" language.

K-5 Teachers have implemented the balanced literacy model for ELAR instruction.

## Curriculum, Instruction, and Assessment Strengths

Finch teachers and staff are provided ongoing, targeted professional development opportunities.

K-5 Teachers have implemented the balanced literacy model for ELAR instruction.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teachers are provided the support of Academic and Instructional Coaches to ensure designed and planned lessons are aligned with the standards and that high yield strategies are used in the classroom to meet the needs of a high percentage of student identified as economically disadvantaged and second language learners.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Family and community involvement are important at Finch. Opportunities for family and community involvement include:

- Curriculum Nights, Fine Arts Night and Grade Level Performances
- Communities in Schools (CIS) is housed on the campus and provides academic and social help for students and families.
- Eddins Elementary has partnered with CIS and First Baptist Church (FBC) to provide "Shop and Share" night to help families needing help with Christmas.
- Over 100 mentors and volunteers helped Finch students through REACH (Partners in Education) and the Adopt-a-School program.
- Groups from FBC have adopted classrooms and help with class activities. FBC sponsors Finch Fitness Fest and Finch Field Day.
- The Kiwanis club has provided support and funds to implement Reading Palooza to encourage students to set and meet goals for reading.

## Parent and Community Engagement Strengths

Relationships with mentors have helped students improve behavior and academics. Ongoing collaboration with community partners has resulted in more family involvement opportunities.



# School Context and Organization

## School Context and Organization Summary

Practicing our philosophy of, "no excuses" and our motto of "The Finch Way: Every Child, Every Day, requires all of the Finch staff to work together cooperatively and share leadership responsibilities in order to do what is best for kids. Leadership opportunities include the administrative team, team leaders at each grade level, and and Innovative Educator Academy (IEA). There are three teacher liaisons on the PTO board. Parents have the opportunity to have input by joining the PTO, becoming a member on the campus improvement committee, participating in campus surveys and attending campus activities. Based on parent survey results, parents perceive Finch as a safe and effective learning organization.

Finch communicates with parents in several ways:

- Weekly campus newsletter- The Falcon Focus
- Wednesday Folders
- Parent Link Calls
- Campus Website
- Regular grade level communication- e-mail, Wikis, texts, paper newsletters
- Remind 101 (texts)
- Campus Facebook Page
- Twitter

Communication is based heavily on phone and paper documents since a high percentage of our families do not consistently have home computer or Internet access.

## School Context and Organization Strengths

Finch has five very strong Instructional Coaches who serve on the administrative team and support and coach teachers.

# Technology

## Technology Summary

Through campus budgeting, grants and donations, Finch is a technology rich campus. With the abundance of technology available, we have moved to the next level by providing more opportunities for students to be technology producers instead of only consumers. Our Media Resource Specialist (MRS) is a leader of technology learning on the campus and in the district. As a result of her efforts, a large percentage of Finch staff are well trained and comfortable using technology during instruction. Technology in our classrooms is not something extra, but instead, an integral component of instruction.

## Technology Strengths

Finch has a large variety and quantity of technology devices that are available for use by teachers and students. Ongoing professional development and leadership by our MRS has given Finch teachers the confidence to integrate technology into lessons. Our students are provided many opportunities to make the transition to technology producers instead of always being technology consumers.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** It has been necessary to rely on paper copies and Parent Link for most communication to homes because many of our families do not have a computer or consistent Internet access in the home. There is a need to provide more opportunities for our students to access technology and the internet outside of school hours for homework and projects.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

- Other additional data



# Goals







## Goal 1: Teaching and Learning By Design: Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.








**Performance Objective 1:** All Finch students will make successful growth by achieving expected progress and levels in reading, writing, math and science by June, 2019.

**Evaluation Data Source(s) 1:** Multiple assessment measures, including STAAR, MAP, District Assessments, Quick Checks, DRA; indicate increased student learning in all student groups.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Finch staff will participate in weekly PLCs for planning instruction and assessments utilizing the MISD PLC Planning Model.	Classroom Teachers	Lesson Plans  Increased student mastery of identified standards as measured on common formative assessments.  Student achievement on district and state assessments meets or exceeds the state average. STAAR Index 2 Student progress and 3 Closing the Achievement Gap exceed the state target.				
2) Extend and continue utilizing a comprehensive literacy framework based on the balanced literacy model to plan and design ELAR instruction in grades K-5.	Classroom Teachers, District Coordinators, Administration	Walkthroughs using "Look Fors" documents indicate use of the balanced literacy model for instruction in all ELAR classrooms.				

<p>3) Provide teachers extended opportunities to plan targeted, relevant, engaging lessons and to create ongoing common formative assessments and rubrics. Resources such as Lead4ward Field Guide, Eduphoria resources in Forethought, Schlechty Design Qualities, Engage Learning Model (ELM) strategies, and Marzano's High Yield Strategies will be used in the planning.</p>	<p>Teachers, Academic and Instructional Coaches</p>	<p>Extended planning and design time provided at least three times per quarter by using waiver days, faculty meetings, creative scheduling and substitutes.</p> <p>Instructional/Academic Coaches and teachers design instruction and develop common formative assessments aligned to measure student progress on state standards as evidenced in lesson plans.</p> <p>Student performance on campus, district and state common formative assessments improves.</p>				
<p>4) Maintain an ongoing protocol to analyze student assessment data including campus, district and state assessment results and use the information to develop grade level SMART Goals, plan instruction and develop targeted and timely intervention plans for students.</p>	<p>Principal, Assistant Principal, Academic and Instructional Coaches</p>	<p>Digital "data wall" is used to monitor student progress on multiple data points. Lesson plans consistently indicate use of data to drive small group instruction.</p> <p>Student data indicates ongoing progress.</p>				
<p>5) Provide students with daily opportunities to integrate technology into their learning in such ways as researching, sharing, communicating, connecting, taking assessments or producing work products.</p>	<p>MRS, Classroom Teachers</p>	<p>Teacher lesson plans indicate daily integration of technology.</p> <p>Technology training is regularly carried over into the classroom.</p> <p>Increased use of Google applications by teachers and students.</p>				
<p>6) Provide coaching, modeling, formal and imbedded professional development, data analysis and collaborative planning by Academic and Instructional coaches in order to continue to build capacity in staff to meet the unique needs of all students.</p>	<p>Academic and Instructional Coaches</p>	<p>Coaching logs</p> <p>Classroom instruction of coached staff members improves as evidenced through walkthroughs and T-TESS evidence.</p>				
<p>7) Continue to create and implement a campus master schedule that aligns and standardizes instructional times to allow for coordination of intervention support, monitoring of student learning, and decreasing transitions in order to maximize learning time.</p>	<p>Principal, Assistant Principal</p>	<p>Student performance on formal assessments indicates increased student learning in all student groups.</p> <p>Increase in positive perceptions on HRS Leading Indicator 1.8 indicates management of time and resources in a way that directly supports teachers.</p>				
<p>8) Consistently access Lead4ward Field Guides to identify difficult to teach standards and collaboratively design effective and engaging instruction in all content areas.</p>	<p>Administration, Academic Coaches, Instructional Coaches, Classroom Teachers</p>	<p>Student performance on formal assessments indicates increased student learning in all student groups.</p>				

<p>9) Increase student writing proficiency through daily opportunities for students to learn and apply writing strategies across all content areas using the MISD writing alignment plan.</p>	<p>Administration, Classroom Teachers</p>	<p>Use of science journals, math journals, social studies journals and reading response journals are evidenced in planning and during walkthroughs</p> <p>ELAR lesson plans include daily Writer's Workshop and grammar practice.</p> <p>Students in grades 3-5 take a minimum of two writing pieces through the writing process each quarter.</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						











**Goal 1:** Teaching and Learning By Design: Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 2:** Finch staff will continue to provide daily opportunities for all students to problem solve, think critically, and create in reading, math and science during the 2018-2019 school year.

**Evaluation Data Source(s) 2:** Student performance on district and state assessments and the number of students referred and qualifying for GT placement increases.

**Summative Evaluation 2:**











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide students regular opportunities to extend learning through the 4 C's- Communication, Collaboration, Critical Thinking and Creating using such resources as ELM strategies, Mind Missions, Makerspace, Breakout edu, technology and research opportunities.	Administration, ELM Coaches, Academic and Instructional Coaches, MRS	Teacher lesson plans include 4-C's and use of resources.  Increased resources and technology available in the Learning Commons for teacher use in planning lessons.  T-Tess observations and walkthroughs indicate increased student engagement and ongoing transition to student ownership of the lesson and learning.  Increase in referrals for GT testing annually.				
2) Continue to use numeracy spirals, Exemplars, Think-Through-Math, and daily problem solving opportunities during math instruction to provide all students with opportunities to problem solve, apply and think critically in math.	Math Instructional Coaches	Documentation of teacher implementation of daily problem solving in lesson plans and student monitoring.  Increased student performance on campus, district and state math assessments of 5% or more.  Ongoing increase in student achievement on new grade level math TEKS.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Teaching and Learning By Design: Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 3:** Assessment data of students identified as English Learners will increase in academic performance on all formal assessments.

**Evaluation Data Source(s) 3:** Multiple assessment measures, including STAAR, MAP, District Assessments, DRA, TELPAS; indicate ongoing progress in closing the achievement gap.

**Summative Evaluation 3:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Use multiple assessment measures routinely during LPAC for classroom decision-making, both for district and state requirements, for accommodation, and for specific program goals.	LPAC Chairperson and LPAC Committee	LPAC minutes indicate use of TELPAS, IPT, STAAR, District Assessments and other assessment data for planning student programs and for making assessment and placement decisions.				
2) Finch staff will implement the Dual Language One-Way model with fidelity in order to provide English Language Learners (ELL) the opportunity to transition to English while closing the achievement gap.	Principal, Assistant Principal	LEP students in K-5 will increase proficiency in English by at least one proficiency level as measured on TELPAS. LEP student achievement on district and state assessments will increase, thus decreasing the achievement gap.				
3) Provide ongoing professional development activities to put into practice theories, strategies and skills that are the foundation of bilingual/ESL programs, and explicit connections are drawn to using learned techniques in classroom planning and instruction.	Bilingual Director, Bilingual and ESL Coordinators	Walkthroughs indicate teacher implementation of techniques and ongoing evidence of increased learning as evidenced by student progress as measured on campus, district and state assessments.				
4) Implement ELPS and SIOP strategies across all content areas during daily instruction in Bilingual and ESL classrooms to develop academic language and increase comprehension of academic content in all subjects.	Classroom teachers	Campus has an overall AMOA status of "met". Student achievement on campus, district and state measures increases for all student groups. All ELL students increase one proficiency level per year as measured on TELPAS.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1:** Teaching and Learning By Design: Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 4:** Finch will provide timely, effective interventions for struggling students throughout the 2018-2019 school year.

**Evaluation Data Source(s) 4:** Multiple data measures available in Aware are routinely reviewed and utilized to plan and design targeted instruction and interventions in all content areas to fill in learning gaps.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide in-school, before school and/or after school tutoring in reading, writing and math to fill in learning gaps identified through analysis of student assessments and to accelerate student learning.	Principal, Assistant Principal, Tutors	Documentation of student groups. Evidence of staff use of resources such as Istation, Razz-Kids, Think Through Math, Reflex Math, Read Naturally and leveled intervention kits to provide tutoring at student instructional levels.  Students participating in tutoring show ongoing academic progress on assessments.				
Funding Sources: 199 General Funds - 3000.00, Title IA Funds - 7000.00						
2) Utilize Aware to document student goals and record Response to Intervention (RTI) data to move students appropriately through the Tier process to ensure correct assessments and interventions are provided.	Classroom teachers, RTI Coordinator.	Documentation of extra intervention time and progress monitoring for Tier 2 and Tier 3 students.  Evidence of actions taken as a result of evaluation of student progress or lack of progress result in increased student achievement or modification of instruction.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1: Teaching and Learning By Design:** Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

**Performance Objective 5:** During the 2018-2019 school year, Finch staff members will be provided opportunities to grow as learners, leaders, campus decision makers, and lesson designers to positively enhance instruction in the Finch learning community.

**Evaluation Data Source(s) 5:** Staff surveys indicate an overall positive perception of staff involvement in campus leadership opportunities and decision-making. Campus calendar and sign-in sheets document meetings and professional growth activities.

**Summative Evaluation 5:**










**Goal 2: Collaborative Culture: Finch will ensure the faculty, staff, students, parents and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.**

**Performance Objective 1:** Finch will have processes and programs that result in an increase in student, staff and parent perceptions that Finch is a safe and orderly environment.

**Evaluation Data Source(s) 1:** Positive calls or contact with home about good behavior will increase by 50% or more. Increased evidence of positive behavior in the hallway, cafeteria and at recess. Parent, staff and student surveys indicate a positive perception of safety on campus.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

<p>1) The Finch Continuous Positive Reinforcement Committee (CPR), in collaboration with Region 10, will lead the campus in implementation of year 2 of Positive Behavior Intervention Supports (PBIS) through the TRRFCC Kids program based on the Six Pillars of Character Counts.</p>	<p>Assistant Principal and Finch Continuous Positive Reinforcement (CPR) Committee, Finch Staff</p>	<p>100% of staff trained in PBIS</p> <p>Monthly reporting and analysis of student behavior during a faculty meeting.</p> <p>Posted information and expectations are evident around the school.</p> <p>Ongoing implementation of the "Principal's 200" results in 50 opportunities to provide positive behavior feedback to students and parents per week.</p> <p>Staff, parent and student perception surveys indicate an overall perception of safety at Finch.</p>				
<p>2) Provide all Finch students the opportunities to participate in monthly classroom guidance lessons with the counselor based on Character Counts TRRFCC Kids, the basis for the school wide Positive Behavior Intervention Supports (PBIS). The counselor will also provide teachers with daily lessons to use during morning community circle.</p>	<p>Counselor</p>	<p>Counselor's schedule and lesson plans document guidance lessons. Decrease in office referrals and bullying incidents</p> <p>Participation in Principal's 2000 for positive behaviors</p>				
<p>3) Train 100% of staff on understanding district policies and procedures and on the recognition of issues that have the potential to be barriers to student learning, health and safety including topics such as bullying, mental health, suicide, blood borne pathogens, and child abuse through the online SafeSchools Program.</p>	<p>Central Office- Human Resources</p>	<p>Certificates indicate 100% successful completion by staff of Compliance Training in the SafeSchools online program.</p>				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

**Goal 2:** Collaborative Culture: Finch will ensure the faculty, staff, students, parents and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 2:** All students will participate in an ongoing comprehensive, Coordinated Campus Health Plan that includes: 1) physical education, 2) health education, 3) health services, 4) counseling, 5) safety education, 6) nutrition education, 7) staff wellness, and community and parental involvement and education.

**Evaluation Data Source(s) 2:** Campus schedules; PE lesson plans; documentation of health screenings; counselor's schedule and lesson plans; and attendance records all will document compliance components and progress.

**Summative Evaluation 2:**









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Finch students and their families opportunities to continue developing healthy habits through participation in campus activities and initiatives associated with Finch's Bronze status with the Alliance for a Healthier Generation.	Campus Coordinate Health Committee, Specials Team, Nurse	Increased participation in healthy habit activities, increased student performance as measured by Fitness Gram and other health assessments and maintaining Bronze or higher status with Alliance for a Healthier Generation.				
2) Include CATCH and health information in campus newsletters, parent correspondence, in classrooms and during campus events in order to better communicate health and fitness information.	Nurse, Coordinated Health Committee	Campus newsletters, website, and communication on social media such as Facebook or Twitter.				
3) Provide events and activities during and outside the regular school day to educate and encourage students, staff and families to become involved in healthy habits and fitness activities including, but not limited to a Family Fitness events, Cheer Club, Soccer Club, Basketball club, Family Fun Nights and staff and student health screenings.	Principal, Assistant Principal	Documentation of activities through newsletters, flyers, student participation logs and sign-in sheets.				
4) Establish a Finch School Health Advisory Council (SHAC) to meet quarterly at both the campus level and district level to review and address health and safety issues.	Campus Nurse, District SHAC Committee, Finch SHAC Committee.	Minutes from meetings Evidence of actions taken to improve health and safety. Evidence of Finch representation at all district SHAC meetings.				
= Accomplished               = Continue/Modify               = Considerable               = Some Progress               = No Progress               = Discontinue						

**Goal 2:** Collaborative Culture: Finch will ensure the faculty, staff, students, parents and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

**Performance Objective 3:** Finch will provide opportunities for parents, guardians, and the community to be active participants in the Live Kind Initiative to help promote a safe and orderly environment at school.

**Evaluation Data Source(s) 3:** Sign-in sheets, volunteer logs, newsletters, committee membership and minutes,

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Train staff and students in safety procedures through participation in routine safety drills including monthly fire drills, bi-annual lockdown drills, and bi-annual bad weather drills.	Principal, Campus Secretary	Documentation indicate 100% compliance with required drills.				
2) Maintenance "walks" will be performed regularly to monitor the building for safety hazards. Staff will be trained to report maintenance issues in a timely manner according to campus protocol.	Administration, Campus Secretary	Safety Audit Work orders submitted Survey responses by staff, students and parents.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

# Goal 3: Parent and Community Involvement: Finch will engage our parents and community to strengthen and grow collaborative partnerships that support the needs of our students.

**Performance Objective 1:** Finch will continuously coordinate and integrate resources available through state, federal and local programs in order to enhance campus resources to help all students make progress in reaching advanced levels of achievement.

**Evaluation Data Source(s) 1:** Documentation of students participating in programs, documentation of progress on state and district assessments for students receiving tutoring or other services.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify students qualifying for services through McKinney-Vento and facilitate needed student and family interventions such as transportation, free/reduced lunch, tutoring, and other potential barriers to student learning.	Counselor, District McKinney Vento Coordinator	Documentation of efforts to identify students needing services.  Sign in sheets and lesson plans from tutoring.  Documentation of services provided to families.  Documentation of coordination of services with other agencies and organizations.				
2) Collaborate with Aramark to provide programs such as the Breakfast in the Classroom, Free and Reduced Lunch, Before and After School Tutoring and Enrichment Snacks to address student nutrition needs that may be barriers to learning.	Aramark Staff	Collection of data indicating percentage of students eating breakfast and lunch at school.				
3) Collaborate with the Communities in Schools (CIS) personnel on campus to provide physical, emotional and educational support to students at-risk for failing in school.	Communities in Schools Coordinator	Monthly CIS newsletters indicate number of students served.				
4) Collaborate with the MISD Bilingual Department and Region 10 to track progress and meet the needs of students identified as migrant.	Counselor, Region 10, District Bilingual Office	100% of migrant students are identified and provided services.				
5) Collaborate with the MISD Bilingual Department to provide parents with information about Adult Education Classes provided in the area.	Administration, MISD bilingual Department	Flyers and information provided to parents				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						














**Goal 3: Parent and Community Involvement:** Finch will engage our parents and community to strengthen and grow collaborative partnerships that support the needs of our students.

**Performance Objective 2:** Finch will maintain ongoing communication in multiple forums for parents and the community concerning school activities and information.

**Evaluation Data Source(s) 2:** Documentation of communication efforts. Participation in campus events, activities and feedback will be an indicator of communication effectiveness. Documentation of 2-way communication.

**Summative Evaluation 2:**











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue communication with parents in multiple ways in English and Spanish to communicate information to parents about the Finch's academic performance, activities, expectations and events.	Principal, classroom teachers, Assistant Principal, MRS	Documentation that staff is communicating in multiple ways such as: weekly campus newsletters, classroom Wednesday Folders, campus website, district website, teacher Wikis, Remind, Facebook, Parent Link and weekly classroom information.  Parent surveys indicate 5% increase in positive responses on communication.  Increase in parent and student participation in campus events.				
2) Invite parents to develop parent, student and campus partnerships through participation in scheduled Parent-Teacher conferences. In the fall, parents and students will be invited to sign a Compact partnering with the campus	Classroom teachers, Administrative Team	Invitations, schedules, and sign-in sheets for conferences.  At least 80% of parents attending conferences sign Parent-School-Student Compact.				
3) Continue to use the Finch website, Facebook Page and Twitter to acknowledge and celebrate campus accomplishments and provide opportunities for two way communication between the campus and all stakeholders.	MRS, Classroom Teachers, Principal	Increased use of social media by Finch staff.  Increased evidence of two-way communication with stakeholders.				
4) Encourage increased two- way communication between the campus and parents through involvement in the PTO, parent committees, participation in campus surveys and participation in planning the Campus Improvement Plan.	PTO Board, Principal, Assistant Principal, Teacher Liaisons	Sign in sheets, agendas and invitations document increased parent involvement.				
5) Conduct two parent surveys per year to provide an opportunity for parents to communicate ideas and concerns.	Administrative Team	Positive responses by parents increase by 5%.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 3: Parent and Community Involvement:** Finch will engage our parents and community to strengthen and grow collaborative partnerships that support the needs of our students.

**Performance Objective 3:** Finch will provide multiple opportunities for parents to be engaged and involved in the campus by partnering with multiple stakeholders and offering parenting classes in love and logic.

**Evaluation Data Source(s) 3:** Agendas, parent sign-in sheets, campus newsletters and parent invitations document participation in parent involvement opportunities.

**Summative Evaluation 3:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide a minimum of one opportunity per month for families to become engaged and involved with the campus. Activities include, but are not limited to: Finch Meet the Teacher; Monthly Finch Live! invitation; Parent Conferences; Curriculum Nights; Student Presentations; PTO Movie Nights; ELM Showcase; Family Health Festival; and Fine Arts Night.	Administrative Team	Invitations Agendas Sign in sheets				
2) Convene a Title 1 annual meeting at flexible times convenient to parents to review Title 1 School requirements, the School Compact and the Parent Involvement Policy. Group child care will be provided.	Principal	Agenda Invitations Website information Log of Parent Link calls Sign in Sheet Parent Involvement Policy				
3) Provide a Campus Spring Volunteer Breakfast to recognize and honor the accomplishments of our volunteers.	Principals, Communities in Schools	Invitation Agenda Program Sign-in Sheet				
4) Provide a minimum of 2 Technology Nights for parents interested in learning how to access campus and district resources, student resources and social media. Group child care will be provided.	MRS, Bilingual Liaison, Principal	Agenda and sign-in sheets.  Increased use of technology resources by parents.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						








**Goal 3: Parent and Community Involvement:** Finch will engage our parents and community to strengthen and grow collaborative partnerships that support the needs of our students.

**Performance Objective 4:** Finch will collaborate with community organizations to provide ongoing support for students to help minimize physical and emotional barriers to student learning.

**Evaluation Data Source(s) 4:** Documentation of support provided by community organizations. Documentation of students receiving support.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Partner with Partners in Education, 3-E McKinney, REACH, First Baptist Church Adopt-a School, and the campus CIS Liaison to provide mentors for students at-risk for failure in school.	Administrative Team, Communities in Schools	Mentor training provided to all mentors. Permission slips. Mentor sign in sheets.				
2) Collaborate with the Communities in Schools (CIS) personnel on campus to provide physical, emotional and educational support to students at-risk for failing in school.	Counselor, Communities in Schools Liaison	Students receiving services through CIS show improvement in grades and performance on district and state assessments. CIS monthly report documents services provided				
3) Connect the campus with the community by establishing ongoing partnerships with community businesses to provide guest speakers and act as relevant community audiences for projects developed during Engage Learning Model (ELM) projects.	Classroom Teachers, Partners in Education	Use of community guest speakers to Launch projects. Invitations to community members to be an audience for an ELM project.				
4) Continue to collaborate with the McKinney Kiwanis Club to provide special recognition through celebrations of "Reading Paloozas" and "TRRFCC Times for Terrific Kids" for students meeting their reading and/or behavior goals.	Principal, Assistant Principal	Increase in percentage of students meeting goals and attending programs.				
5) Collaborate with Lawson Early Childhood School to share student information for incoming Kindergarten students and implement parent involvement opportunities to help students and parents transition from district preschool programs to Finch programs.	Finch and Lawson Principals and Assistant Principals, SPED Lead, RtI Coordinator, Kindergarten Team Leader	Agendas and sign-in sheets from Kinder Round up and parent meetings. Documentation of meetings with Lawson personnel to discuss students. Documentation of Finch staff attending ARDs for speech and PPCD students.				

<p>6) Plan a meeting between Finch fifth grade teachers and Dowell Middle School representatives in May 2016 to discuss student placements in Middle School. Finch will collaborate with Dowell to implement parent and student involvement opportunities to help students and their families successfully transition from Elementary to Middle School.</p>	<p>Finch and Dowell Principals and Assistant Principals, Finch and Dowell counselors, fifth grade teachers, Finch Bilingual Liaison, Dowell ESL Lead</p>	<p>Invitations and agendas for parent and student involvement activities.</p> <p>100% of students are reviewed and placed in appropriate programs including but not limited to: AP classes, SPED, ESL</p>				
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Extend and continue utilizing a comprehensive literacy framework based on the balanced literacy model to plan and design ELAR instruction in grades K-5.
1	1	9	Increase student writing proficiency through daily opportunities for students to learn and apply writing strategies across all content areas using the MISD writing alignment plan.
1	3	4	Implement ELPS and SIOP strategies across all content areas during daily instruction in Bilingual and ESL classrooms to develop academic language and increase comprehension of academic content in all subjects.
1	4	1	Provide in-school, before school and/or after school tutoring in reading, writing and math to fill in learning gaps identified through analysis of student assessments and to accelerate student learning.
1	4	2	Utilize Aware to document student goals and record Response to Intervention (RTI) data to move students appropriately through the Tier process to ensure correct assessments and interventions are provided.

# State Compensatory

## Budget for Finch Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Supplies and Services</b>		
6398	6398 Computer Supplies/Software - Locally Defined	\$6,300.00
	<b>6300 Subtotal:</b>	<b>\$6,300.00</b>

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# District Funding Summary

<b>199 General Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Reflex Math, Intervention Kits- Comp Ed Funds		\$3,000.00
<b>Sub-Total</b>					<b>\$3,000.00</b>
<b>Title IA Funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Tutors		\$7,000.00
<b>Sub-Total</b>					<b>\$7,000.00</b>
<b>Grand Total</b>					<b>\$10,000.00</b>