

McKinney Independent School District
Glen Oaks 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

Glen Oaks Elementary is privileged to serve 487 future leaders in grades Kindergarten through Fifth Grade. Our campus enrollment by ethnicity is: African American—5%, Hispanic—17%, White—72%, Asian—4%, and American Indian—2%. 9% of students are classified as economically-disadvantaged based on free/reduced lunch status.

Glen Oaks has a variety of programs to support the needs of our diverse learners. These programs support learners that require enrichment, acceleration, and additional academic assistance.

- ALPHA- 11% of Glen Oaks students are served in the MISD ALPHA program. ALPHA is McKinney's specialized program for identified gifted and talented students.
- Special Education- 13% of Glen Oaks students are currently served throughout the special education department. For students with identified eligibilities, we provide a full range of special education services including speech, resource, inclusion, and the Structured Teach Classroom.
- Student Support- Glen Oaks provides dyslexia services to 4% of students and English as a Second Language (ESL) services to 1% of students. Lastly, 8% of our students receive additional interventions and support through the Response to Intervention (RtI) process.

Demographics Strengths

Glen Oaks serves a stable community with a low mobility rate. The Glen Oaks staff, along with support from administration and the instructional coach, work consistently to narrow achievement gaps. As evidenced in our MAP (Measures of Academic Progress) scores, a large majority of our students score at or above the national norm for both reading and mathematics. Data analysis of local and state assessments is done on a frequent basis in order to determine where additional support and intervention is required in order to ensure all of our students are highly successful.

Glen Oaks teachers are all ESL (English as a Second Language) certified.

Student Achievement

Student Achievement Summary

Glen Oaks Elementary met standard on all four performance indices of STAAR.

Third Grade Reading STAAR success showed 96% of students achieved the passing standard, and 48% achieved advanced performance.

Third Grade Math STAAR success showed 93% of students achieved the passing standard, and 35% achieved advanced performance.

Fourth Grade Reading STAAR success showed 97% of students achieved the passing standard, and 58% achieved advanced performance.

Fourth Grade Writing STAAR success showed 91% of students achieved the passing standard, and 36% achieved advanced performance.

Fourth Grade Math STAAR success showed 95% of students achieved the passing standard, and 54% achieved advanced performance.

Fifth Grade Reading STAAR success showed 94% of students achieved the passing standard, and 53% achieved advanced performance.

Fifth Grade Math STAAR success showed 94% of students achieved the passing standard, and 57% achieved advanced performance.

Fifth Grade Science STAAR success showed 94% of students achieved the passing standard, and 35% achieved advanced performance.

Student Achievement Strengths

Glen Oaks students outperformed the district and state average in all areas. Notable increases were made in the passing and advanced category for 4th Grade Writing as well as the advanced percentage for 5th Grade Science. As a campus, we focused specifically on writing, and we attribute much of our gains in this area to the work we did collectively.

School Culture and Climate

School Culture and Climate Summary

A culture of high expectations and mutual respect is very important to the Glen Oaks school community. Students, parents, and staff are frequently given opportunities to share their input so that the needs of all and the diverse perspectives within the community are heard and considered in the decision-making process.

Discipline expectations were developed and implemented in the 2015-2016 school year to create consistency within classroom and non-classroom settings. A positive impact from these efforts has continued to be evidenced in our low discipline referral rate and minimal disruptions to instructional time.

Glen Oaks will continue in its 7th year as a "Leader in Me" campus. The seven habits (Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand and Then to be Understood, Synergize, Sharpen the Saw) have a positive impact on students in the areas of responsibility, empathy, team work, planning, organizing, goal-setting, and much more!

Beginning the 2018-2019 school year, campus staff will be trained in restorative practices to be implemented in classrooms throughout the year.

Lastly, Glen Oaks became Level II certified in the 2016-2017 school year through Marzano's High Reliability Schools. This year, Glen Oaks will go for Level II certification for "Highly Effective Teaching in Every Classroom."

School Culture and Climate Strengths

Students of various grade levels are given leadership opportunities throughout the year. The Student Lighthouse team continues to serve as the school's student council and is available to 4th and 5th Grade students.

Clubs will continue to be available in some grade levels. Clubs will have an academic focus while also allowing students time to explore personal interests and to express their creativity in a variety of ways.

Recognition systems developed in the 2015-2016 school year will continue to be implemented in the 2018-2019 school year. These include, but are not limited to, GO-Getter Awards, Habit Hero Awards, Brag Board shout-outs, postcards home, positive phone calls, and grade-specific recognition avenues.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Glen Oaks staff is comprised of individuals committed to the well-being of our students. All teachers are highly qualified. The teaching staff is diverse and well-blended in terms of teaching experience. All teachers are ESL (English as a Second Language) certified and SIOP (Sheltered Instruction Observation Protocol) certified (with the exception of new staff). All teachers are also GT (gifted and talented) certified and receive an annual training update in order to best meet the needs of our ALPHA students. Para-professional staff members provide quality support to the workings of our school and have a positive impact on student achievement.

When a teaching position becomes available, a team of professionals is used to select the most highly-qualified candidates. The time and commitment to the interview process is an integral part of our success in hiring highly-qualified teachers. The MISD mentor program is utilized to aide in the induction and support process.

Staff Quality, Recruitment, and Retention Strengths

All teachers at Glen Oaks are highly qualified. Glen Oaks has a low turnover rate. Staff members display a growth mindset and strive to be well-versed in current best teaching practices and philosophies that align with 21st Century skills thinking. All are compliant with MISD Professional Development expectations, and most have hours that exceed the requirements. Staff members serve as leaders among their peers through a variety of formal and informal professional development. For example, Instructional Rounds will be implemented this school year by a team of seven teacher leaders. This will be a support system for all staff as we work towards Level II Certification of Marzano's High Reliability Schools.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The state standards, Texas Essential Knowledge and Skills/Student Expectations (TEKS/SE) are the basis for curriculum, instruction, and assessment at Glen Oaks. A clear focus on standards is achieved through the PLC (Professional Learning Community) process. This planning process allows each teacher to become an instructional leader. Through lesson design, teachers identify standards and student expectations, promote student engagement, utilize best-teaching practices and MISD curriculum documents to deliver instruction, assess student progress, and utilize assessment data to determine next teaching steps. Alignment between what is written, taught, and tested should insure accurate data. Frequent monitoring of student progress, with the use of formal and informal assessment practices, will show each students' strengths and areas for growth and enable them to progress along a continuum of skills. Immediate and precise interventions are provided to move all students forward in their learning, whether that involves intervening when skills have yet to be mastered or providing challenges to promote additional growth.

Curriculum, Instruction, and Assessment Strengths

Teachers continue to be provided with information related to High Reliability School indicators to ensure our school environment is safe, collaborative, and one in which there is effective teaching in every classroom. Teacher teams are given time implement the PLC (Professional Learning Community) process in the area of lesson design. Extended planning structures will continue to be in place to provide teachers the time to discuss student learning objectives, assessment data and next steps for lesson design.

Parent and Community Engagement

Parent and Community Engagement Summary

Glen Oaks boasts a high level of family and community involvement. Parents are invited to be active participants in their child's education through a variety of PTA and school opportunities. Project-based learning in Science and Social Studies provides opportunities for family and community involvement, as students rely on the expertise of others to gain knowledge. A variety of communication methods are used to keep parents informed of school events and curricular expectations including a weekly Sunday call-out to all families, a weekly school newsletter, classroom newsletters, the school website, and individual teacher websites. The school marquee is also utilized to share upcoming events.

Parent and Community Engagement Strengths

Glen Oaks has many dedicated volunteers who logged thousands of hours during the 2017-2018 school year. Events such as Carnival, BINGO night, Movie night, and Family Fitness events involve families from Glen Oaks and beyond, and engage the cooperation of the community. Local businesses support our mission in a variety of ways.

Surveys are used throughout the school year in order to gain input from our parent community. For example, in the 2017-2018 school year, surveys were sent out regarding back-to-school events, our first annual Learning Fair, and overall campus safety. We will continue to do this for the 2018-2019 school year and expand to include more topics and tactics for gaining input.

School Context and Organization

School Context and Organization Summary

Glen Oaks is a K-5th grade campus with 42 professional staff and 10 para-professional staff members. Teamwork is essential at Glen Oaks! Nine teams - one team per grade level, one special education team, one specials team, and one office team - function in harmony to deliver quality educational experiences for students. A Leadership Team, comprised of administrators and a representative from each team, meets monthly to discuss campus upcoming events, initiatives, etc. The RTI committee is a problem-solving entity that provides interventions and support for struggling students. A Teacher Lighthouse Team meets monthly to oversee school wide implementation of the leadership model with students, staff, parents, and community members. The PTA is a group of parents and teachers working together to serve students. Lastly, our SHAC, or School Health Advisory Committee, will continue to analyze and implement structures to support the healthy development of our students, staff, and families.

School Context and Organization Strengths

Glen Oaks teams are collaborative, valuing each other's strengths and learning from one another. The Special Education team works seamlessly with grade level teams to deliver quality instruction and inclusion opportunities to the students they serve. Glen Oaks is a school that promotes student leadership using "The Leader in Me" process.

Technology

Technology Summary

Each classroom has 7-10 devices (iPads, laptops). Classes also have access to a computer lab and library computers. Teachers each have a MacBook Pro and iPad for planning and assessment recording. Grade levels are provided with iPads and Macbooks (depending on grade level). Special Education classes have iPads provided by the department and/or received through MEF grants. Wireless capabilities allow for additional devices including expansion of student BYOD programs.

Technology Strengths

Glen Oaks is a technology-rich environment. Teachers are eager to incorporate technology into daily instruction. Most students have technology readily available to them in their home as well as in their classroom, and we are working to provide a smooth transition between the two. Technology integration is progressing, as students are beginning to use technology to produce (demonstrate understanding of) knowledge as well as consume knowledge.

Teachers and administration participated in MISD's "Converge" professional development sessions in the summer of 2018. Numerous formative assessment tools, production tools, and ideas for meaningfully integrating technology into everyday instruction were learned and will be implemented this school year.

A survey will be conducted at the start of the year to determine professional development needs for teachers in the area of technology.

Comprehensive Needs Assessment Data Documentation

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




Goals











Goal 1: Safe and Collaborative Culture: Glen Oaks will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning and social-emotional development.

Performance Objective 1: The faculty, staff, students, parents, and community perceive the school environment as safe and orderly.

Evaluation Data Source(s) 1: Formal and informal survey data collected throughout the school year. Documentation of how data is used.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The SHAC team comprised of representation from every grade level/department will continue to be implemented in order to monitor and adjust campus safety initiatives. This committee will meet at least 3 times a year and will serve to debrief, adjust, and communicate safety practices.	SHAC Team	Drill documentation, Formal and Informal Survey Data, SHAC meeting minutes, campus communication, quick data.				
2) Student, parent, and staff feedback in regards to school safety will be formally and informally collected at least 2 times a year. School communication systems will be utilized to update and alert parents of safety concerns and action plans.	Molly Hovan Kristi Ward	New families check-ins, Live Kind survey, survey data, team leader agenda/minutes, quick data.				
3) A combination of the school-wide Discipline Model, the "Leader in Me," Restorative Discipline, and the RtI process will be used to support students in making safe and respectful behavior choices in all school settings. Formative discipline data will be collected and shared with staff in order to adjust systems and action steps as needed. Staff will receive training in Restorative Practices in October 2018.	Molly Hovan Kristi Ward Kati Green	RtI data, formative discipline data, team leader agenda/minutes, Restorative training and implementation.				

<p>4) The Teacher Lighthouse team will develop specific skill focus areas for each monthly habit in order to deepen students understanding and application of the 7 Habits of Highly Successful Kids.</p> <p>In addition, we will add an 8th habit for the final month of the year to specifically focus on kindness.</p>	<p>Molly Hovan Kristi Ward Kati Green Teacher Lighthouse Team</p>	<p>Teacher Lighthouse minutes and skill focus document. Decreased office breaks/referrals. Live Kind survey data.</p>				
<p>5) An "Anytime Feedback Form" has been developed for both parents and staff. The link to this is included in the weekly newsletters.</p>	<p>Molly Hovan Kristi Ward</p>	<p>Form results and subsequent action steps.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 1: Safe and Collaborative Culture: Glen Oaks will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning and social-emotional development.

Performance Objective 2: Teachers, staff, students, and parents have formal roles in the decision-making process regarding school initiatives and optimal functioning of the school.

Evaluation Data Source(s) 2: Formal and informal survey data collected throughout the school year. Documentation of how data is used.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Team leaders will be used for direct input regarding campus decisions and initiatives. Data-gathering techniques are in place for team leaders to elicit input from teammates so that all opinions are considered when making decisions.	Molly Hovan Kristi Ward Team Leaders	Team Leader Agendas, Minutes, Staff Newsletters				
2) A Teacher Lighthouse Team will continue to collect teacher input on the "Leader in Me" initiative in order to make campus-wide decisions that reflect the needs and desires of all. This team will also support the Live Kind initiative.	Team Facilitator: Vicki Nance Teacher Lighthouse Team Kristi Ward	Agendas, Minutes, Staff Newsletters				
3) Formal surveys are utilized at least 3 times a year in order to collect anonymous opinion data from all teachers and staff.	Molly Hovan Kristi Ward	Survey data, transparency in how survey data is utilized.				
4) The Student Lighthouse team will meet monthly to provide leadership and representation of the student body.	Kristi Ward Kati Green	SLT documents and meeting minutes.				
5) Formal parent surveys will be conducted a minimum of 2 times a year in order to collect opinion data regarding optimal functioning of the school.	Molly Hovan Kristi Ward	Survey data and communication of results.				
6) Glen Oaks PTA and campus staff collaborate in order to develop systems, solutions, and events that reflect the perspective of all. For example, we will continue to collaborate on Multicultural Week.	Molly Hovan	PTA Meeting minutes, Principal/PTA meeting minutes.				
7) Glen Oaks will conduct its second annual Career Day.	Kati Green					
8) The "Live Kind" initiative will be implemented at the highest level. Roles for teachers, administration, counselor, office staff, and families are in place to ensure it is a collective effort and one that impacts the entire community.	Molly Hovan Kristi Ward Kati Green	Growth in survey data. Decreased discipline referrals. Community involvement.				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 1: Safe and Collaborative Culture: Glen Oaks will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning and social-emotional development.

Performance Objective 3: Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Evaluation Data Source(s) 3: Teacher professional growth and student achievement.

Summative Evaluation 3:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The PLC process will continue to be utilized for lesson design.	Molly Hovan, Kristi Ward Nancie Lewis	Created norms, agendas, and SMART goals. PLC meetings in action.				
2) Teams, along with administration, will meet a minimum of 6 times a year as a Response to Intervention team in order to develop, review, and revise interventions. Progress Monitoring will be analyzed to determine next steps as well as needs for additional testing.	Molly Hovan Kristi Ward Grade Level Teams	RtI minutes; Teacher documentation in AWARE; Special Education Referral data. Google Classroom.				
3) An extended planning structure will be implemented so that teachers are able to meet regularly to design and address Curriculum, Instruction, and Assessment.	Molly Hovan Kristi Ward Nancie Lewis	Lesson Plans, Student achievement data.				
4) The instructional rounds process will be implemented by a core team and participation will include all general education teachers. The rounds will be completed a minimum of 3 times.	Molly Hovan Kristi Ward	Instructional Rounds data, meeting minutes, and action plans.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: Safe and Collaborative Culture: Glen Oaks will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning and social-emotional development.

Performance Objective 4: The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

Evaluation Data Source(s) 4: Systems documentation.

Summative Evaluation 4:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Systems for student recognition are in place to regularly acknowledge individuals within the school. (i.e. GO-Getters, Habit Heroes, Brag Board, positive phone calls, postcards home from Admin. and Teachers, websites, social media, announcements, etc.)	Molly Hovan Kristi Ward	Survey data from students, parents, and staff.				
2) The Teacher GO-Getter award, given monthly, will continue to be implemented in order to recognize and celebrate the accomplishments and successes of individual teachers and staff.	Molly Hovan Kristi Ward	Assembly slides, survey data.				
3) Social media, as well as other campus communication sources, will be used to recognize whole school accomplishments.	Molly Hovan Kristi Ward Wendy Dickerson	Twitter, Facebook, morning announcements, Constant Contact, newsletter, school messenger.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Safe and Collaborative Culture: Glen Oaks will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning and social-emotional development.

Performance Objective 5: The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Evaluation Data Source(s) 5: Professional Development plans; Annual Budget; Master Schedule.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) The school will implement a budget in order to directly support PLC lesson design time for grade level teachers.	Molly Hovan	Budget				
2) When developing the annual budget, teachers provide input regarding what materials they need in order to teach effectively.	Molly Hovan, Susan Shackelford	Budget				
3) A technology PLC will meet regularly to promote the effective use of resources to ultimately impact student success and teacher effectiveness.	Wendy Dickerson	Bright Byte survey data. PLC minutes.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Teaching and Learning by Design: Glen Oaks will engage students in rigorous and relevant learning experiences that will result in high student success.

Performance Objective 1: Support is provided to teachers to continually enhance their pedagogical skills through reflection, professional growth plans, and evaluations that highlight strengths and weaknesses based on multiple sources of data and are consistent with student achievement data.

Evaluation Data Source(s) 1: Teacher professional growth.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will create an individual T-TESS goal and a Student Learning Objective along with action steps and progress checks in order to monitor progress throughout the school year. Summative conferences will be held later in the year to assess teacher acquisition of goals.	Molly Hovan Kristi Ward	Formative and summative conferences. Student achievement data. SLO and T-TESS evidence.				
2) The instructional rounds process will be implemented by a core team and participation will include all general education teachers. The rounds will be completed a minimum of 3 times.	Molly Hovan Kristi Ward Instructional Rounds Core Team	Data from the Rounds, PD related to data collected. Increased student achievement.				
3) Teaching staff will receive formal observations, formal and informal walk-throughs, with feedback that supports their T-TESS goals, their professional development, and ultimately, student achievement.	Molly Hovan Kristi Ward	T-TESS goal acquisition. Student achievement data.				
4) Data will be shared in a transparent manner in order to increase collective ownership and understanding of campus strengths and weaknesses.	Molly Hovan Kristi Ward	Newsletters with data embedded, data reports, Google Classroom.				
5) Quarterly, staff will come together to score writing samples by grade level, in order to calibrate and collect campus-wide data to inform next steps for writing instruction.	Molly Hovan Kristi Ward	Writing pieces, data, increased student achievement.				
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Goal 2: Teaching and Learning by Design: Glen Oaks will engage students in rigorous and relevant learning experiences that will result in high student success.

Performance Objective 2: Teachers are provided with job-embedded professional development that is directly related to their instructional growth plans.

Evaluation Data Source(s) 2: Evaluation and student achievement data.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) At least four times a year, teachers will engage in or lead workshop-style professional development based on campus and/or individual teacher goals.	Molly Hovan Kristi Ward Nancie Lewis	PD Sessions, T-TESS Goals				
2) PLC teams will continue to analyze multiple sources of student data in order to identify strengths and weaknesses and necessary changes to strategies in instruction. Teams will incorporate SMART goals, Common Formative Assessments, and the use of essential standards this year.	Molly Hovan Kristi Ward Nancie Lewis	PLC documentation, student data. Decreased RtI numbers.				
3) The instructional coach will work with both teams and individuals in order to provide job-embedded professional development regarding instructional growth goals.	Nancie Lewis	Increased student achievement. Teacher acquisition of T-TESS goals.				
4) In order to increase the effectiveness of ELAR instruction, the books, "Next Steps in Guided Reading," and, "The Inside Guide to the Reading Writing Classroom," will be completed as well as follow-up professional development to reinforce learning.	Molly Hovan Kristi Ward Nancie Lewis	Growth in teaching strategies related to best practices in reading and writing instruction. Student Achievement				
5) In order to increase the effectiveness of math instruction, teachers will read, "Numeracy Routines," and also engage in follow-up professional development to reinforce learning.	Molly Hovan Kristi Ward Nancie Lewis	Growth in teaching strategies related to best practices in math instruction. Student Achievement				
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