

McKinney Independent School District

Lawson Early Childhood School

2023-2024 Improvement Plan



Board Approval Date: October 23, 2023
Public Presentation Date: October 23, 2023

Mission Statement

We invest in our future by providing a safe environment to engage, educate and empower every student, every day.

Vision

EVERY STUDENT, EVERY DAY!

Core Beliefs

We believe:

- In our students
- Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
- Learning is an active process involving students and parents to ensure that every student has an excellent education
- Every student needs an avenue to be engaged with their campus activities
- In recruiting and retaining the best staff for our students
- Staff is our greatest resource
- All staff should focus on student outcomes
- In creating an environment that fosters authentic partnerships with the whole community

- In providing open and honest two-way communication that builds trust toward creating a thriving learning environment
- Financial stewardship ensures a tomorrow for education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The students at Lawson Early Childhood School are very diverse. Our wonderful population is made up of 50% Hispanic, 43% White, 28% African American, and 9% Asian. Seventy-seven percent of our Lawson students are on free or reduced lunch. Average Class sizes range from 8-12 in Special Education to 20-22 in General Education. The student body at Lawson comes from all areas of the McKinney Independent School District. This year we have added the Preschool School Programs to our campus. Our enrollment is up to 586 students this year.

Demographics Strengths

Because we are so diverse, we reflect the entire McKinney ISD community of learners. Our students attend all campuses when they leave us after Pre-K. 100% of Lawson teachers and instructional assistants are highly qualified.

Student Achievement

Student Achievement Summary

The students at Lawson are all Pre-K aged and teachers monitor their progress in learning as it relates to the Texas Pre-K guidelines. Students are monitored using Circle, Scatter Plots, Pre-Kindergarten Inventory, Brigance, and IPT.

This year our school is targeting ELL learners, vocabulary development, and the math continuum. This will be our 6th year to implement Circle for our pre-k students and our fourth year using Circle with Head Start and Pre-K. This assessment has 10 Domains as it is approved by TEA. We will monitor student growth in all areas of the pre-kindergarten guidelines throughout the year. This year we have updated our Pre-Kindergarten Inventory to align with our standards and vertically with kindergarten. We have adopted a new curriculum and will be evaluating the new assessments provided by this program. We have had a team updating the curriculum documents as well.

We plan to track student progress as they travel through the school district. MAP data of kindergarten students from Lawson show 75% are at or above average in math and reading.

Student Achievement Strengths

In most every area of the pre-kindergarten guidelines, students mastered the end of year criteria.

School Culture and Climate

School Culture and Climate Summary

The school culture and climate in Lawson is focused on providing a loving and supportive learning environment for all of our students. Students report that they love school and coming every day to see their teachers and friends. This was evident during our after school drive through IMPACT Night. We had over 100 students for the first event. Parents report the same feelings about sending their child to Lawson. One parent stated it will be hard to leave Lawson.

Prior to the beginning of the school year, our staff had a combination of virtual and in person home visits with all students to begin to establish a positive relationship and cultivate a climate of mutual respect between home and school.

School Culture and Climate Strengths

Our staff continue to work to provide a safe and secure learning environment for all students at Lawson. Our staff is committed to a strong foundation of excellence for all students. During academy we focused on a culture of universal achievement and a safe and collaborative culture. A mentor program will continue for the year. Student celebrations will be weekly and monthly.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our staff is a Professional Learning Community, learning and growing together to be the best teachers they can be for our students. There is traditionally very little turnover and all teachers are Highly Qualified. Our Team Leader group is used to facilitate our programs within the school, with this group functioning as a school wide leadership team. Ongoing professional development is embedded into our meeting structures and PLCs are held at least twice per month to address ongoing instructional needs. This year we will focus on Marzannos vocabulary structure. A systematic approach to walk-throughs is implemented. There will be a systematic approach to teachers observing others in the building within programs and in other programs.

Staff Quality, Recruitment, and Retention Strengths

We have grown together as a staff and continue to work to implement the best research based instructional strategies in every classroom. We have developed instructional leaders in content areas and best practices for early learners to help provide a critical mass toward instructional improvement. Our committess focus on educational needs of our students and teachers have many opportunities for leadership. Our goal this year is to create a digital library of best practices.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum writing, updating, and evaluation is updated on an on-going basis throughout the school year as needed. Teachers meet weekly to plan lessons addressing all areas of the curriculum. This school year, Lawson will focus on balanced vocabulary and literacy, social/emotional, and student engagement in learning activities. During MTSS meetings, teachers and administrators will review student progress to determine where instructional adjustments need to be made. Design planning times will be used to look at the data to plan for up to the minute changes in instruction that are needed to address areas of challenge in the data. Special education teachers will use the goals and objectives from the students' IEP, as well as the pre-k guidelines to design instructional activities and measure progress. All programs and activities will be measured against the needs of students in their learning and students in need of deeper intervention and possible identification in special education will be closely monitored for changes in their learning when specific goals are in place in the classroom.

Curriculum, Instruction, and Assessment Strengths

This year our curriculum is accessed in Eduphoria. This tight alignment to our the Texas PreKindergarten Guidelines allow for tremendous collaboration to ensure the success of all students. Our teachers utilize multiple measures such as Circle, PreK Inventory, and IEPs to assess our students' achievement over time.

During the 22-23 school year, Lawson teachers will continue to master balanced literacy and alignment with K-5. Most teachers have been trained on how to use GLAD strategies to boost learning and success of our ELL student population. Curriculum committees will continue to provide Sneak Peeks to allow for consistency and alignment in the school.

Data is now in Aware and will be used to monitor classes and school wide needs and growth.

Parent and Community Engagement

Parent and Community Engagement Summary

Getting our families involved in the school life of our students is one of our primary areas of focus at Lawson. For many of our parents, this is their first experience in public school and we take the responsibility of teaching them about their role and responsibility very seriously. We utilize the Parent Link call outs to inform and remind parents of school events and their involvement. We are also using Seesaw. Our librarian is sending weekly Ready Rosie videos. We have planned many activities designed to bring parents to school; during the day and in the evening. These activities are designed to teach parents how to support students and their learning at home, as well as to give tools to parents as they move throughout the public school experience. We have plans to grow our volunteer group growing to support all students in the school. We utilize home visits for all of our students prior to the start of the school year and parents are often in the building volunteering and meeting to discuss students and their progress. We are also entering the 10th year of our parent involvement events held monthly - IMPACT. These are designed to engage the family in learning with our students, as well as provide community outreach opportunities for our families in need. Parents of Preschool Student (POPS) meetings were scheduled to meet the needs of our parents. A survey was done to assess needs.

Parent and Community Engagement Strengths

We have very supportive parents, many of whom make every effort to support their children's learning at school. We are excited to start the ninth year of IMPACT, our outreach programs held throughout the year to engage parents and families in extended learning opportunities. We will continue to survey our parents and provide monthly meetings to address needs. Parents also have access Ready Rosie. This is an excellent program that allows parents to access videos to learn and grow with their child.

School Context and Organization

School Context and Organization Summary

PLCs are an integral part of the school and our organization to maximize student learning. Although our data points are based on learning at a local level, we analyze student data to monitor and adjust instruction as needed. Our primary job is to get our earliest learners ready to be successful in kindergarten, whether that is a general education setting or a self-contained special education setting. Our learning goals are all pre-academic in nature, but they directly support the work of the K-12 settings. We fully understand that closing the learning gaps for students at this age is the way to set all of our students up for a future of learning success. We have no excuses and expect all of our students to be ready to attend college if they so choose!

School Context and Organization Strengths

PLCs are in place and structured to support an increase in teacher effectiveness and student learning.

Technology

Technology Summary

Lawson Early Childhood School is fortunate to have a wealth of technology. We have iPads for each classroom and 3 SMART Tables that are in our STEAM Lab. All classrooms are equipped with Smart Boards for instruction. Staff members use MacBook laptops and ipads to use with their students. Staff members are excited and enthusiastic about using technology, including integrating new ways of communicating using these tools. Our MRS will provide continuous trainings.

As we move through this school year technology training will be provided by building "experts" as well as outside experts. Teachers are able to earn technology badges that are proudly displayed outside classroom doors. Our MRS is spending time in classrooms to assist teachers with new ideas and give them a greater comfort level of technology integration in the classroom. Teachers use technology to create. Our STEAM lab allows teachers and students to work together on coding activities and problem solving.

Technology Strengths

We have an abundance of technology resources for our earliest learners! We have become proficient with our Macbooks, Seesaw, and iPads and will use those strengths to continue to push the learning opportunities to be integrated with this amazing technology.

Goals

Goal 1: McKinney ISD will ensure the schools are safe and secure.

Performance Objective 1: Lawson staff will meet regularly in large group and committees to discuss the safety needs of the school.

High Priority

Evaluation Data Sources: Meeting notes.
Follow through on discussions.

Strategy 1 Details	Reviews		
Strategy 1: Staff will meet weekly in PLC meetings. Committees will be in math, reading, culture, and safety.	Formative		Summative
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

Goal 1: McKinney ISD will ensure the schools are safe and secure.

Performance Objective 2: Lawson teachers and staff will plan and teach prosocial behaviors during lessons daily (Second Step, ABA, social skills lessons, and Conscious Discipline).

High Priority

Evaluation Data Sources: Greetings, jobs, targeted small groups for learning behavior.





Strategy 1 Details		Reviews		
Strategy 1: Lawson staff will collaborate to plan second steps lessons. Lawson staff will continue to provide safe places for students. Lawson staff will continue to implement Conscious Discipline strategies.		Formative		Summative
		Nov	Feb	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: McKinney ISD will use data decisions to engage students in learning experience that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 1: Teachers and SpEd staff will use multiple assessment tools to measure student learning and guide instruction while increasing LRE for all students with IEPs.

Evaluation Data Sources: 100% effective implementation of all monitoring tools, RtI data, and student assessment data.

Strategy 1 Details	Reviews		
Strategy 1: Special Education staff will gather anecdotal observation notes and other evidence that measure student performance on the IEP mastery while increasing LRE for students with IEPs. Strategy's Expected Result/Impact: SpEd staff will be able to use assessment data to monitor student progress and make instructional adjustments. Staff Responsible for Monitoring: Administrators and Sped. teachers TEA Priorities: Build a foundation of reading and math	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers collaborate during PLCs, using standardized data protocols from Inventory and Circle to design small group instruction and individual interventions to ensure mastery of Pre-K guidelines. Strategy's Expected Result/Impact: Small group instruction with enrichment, differentiated, and scaffolded instruction. Student mastery of Pre-K Guidelines as measured by Pre-K Inventory or Circle. Staff Responsible for Monitoring: Lawson Administration and Staff TEA Priorities: Build a foundation of reading and math	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Bilingual and ESL teachers will continue to learn and implement best practice strategies for developing listening, speaking, reading and writing skills. Strategy's Expected Result/Impact: Language rich environment and class-made anchor charts, visuals, living word walls will be	Formative		Summative
	Nov	Feb	June

<p>evident in the classroom. Increase in scores in Inventory and CLI.</p> <p>Staff Responsible for Monitoring: Bilingual, ESL teachers, and administration</p> <p>TEA Priorities: Build a foundation of reading and math</p>			
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Goal 3: McKinney ISD will continue to recruit, recognize, develop, and retain high quality and effective staff.

Performance Objective 1: All teachers will set professional goals that will be supported through staff development, coaching, peer observations, and data monitoring to aid in student achievement.

Evaluation Data Sources: Teacher walkthrough, formal observations, and all classroom data.

Goal 4: McKinney ISD will intentionally focus on maintaining a culture that is inclusive students, staff, and community.

Performance Objective 1: Lawson Early Childhood School will have a culture committee that promotes a culture that is inclusive of all students, staff, and community.

Evaluation Data Sources: Agendas, activities, participation of students, staff, and families.

Goal 5: McKinney ISD will ensure that communication internally and externally is consistent, accurate and timely.

Performance Objective 1: Lawson will use Seesaw, videos, and newsletters to inform, educate, and communicate with parents.

Evaluation Data Sources: Videos and parent participation.

Goal 6: MISD will continue to be fiscally responsible and efficient with district resources.

Performance Objective 1: Lawson Early Childhood School will follow all MISD budget process and carefully consider purchases in order to support safety and academics.

Evaluation Data Sources: Monthly meetings to access budget.