

McKinney Independent School District

McNeil Elementary

2022-2023 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

Positive school culture and a safe environment foster growth.

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

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

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McNeil Elementary is proud to serve a diverse population of 367 students in grades Kindergarten through Fifth Grade. We also serve four self-contained special education classrooms for students with behavioral and emotional disabilities. Our campus demographics have become more diverse over the last few years. Our current student population is comprised of 51% White, 7% Asian, 16% Hispanic, 38% African American students, and 4% two or more races. The English Learner population is 4%; Special Education population is 15%; and the Economically Disadvantaged population is 43%. McNeil's student population remains increasingly mobile with many students moving in and out of our enrollment.

Demographics Strengths

McNeil has a diverse student population that continues to grow and change. Our students come with a wide range of personal and school experiences, which provides us with the opportunity to explore and provide meaningful experiences for them.

Student Achievement

Student Achievement Summary

We will use our 2021-2022 STAAR data when planning for all students. Overall, our campus rating increased from a 73 (C) to an 87 (B). Our Domain 2A Growth Score was a 91 (A). Third grade Reading Approaches was 68%; Meets improved from 42 to 46%, Masters improved from 19 to 32%. Third grade Math saw gains as well. Approaches increased from 57 to 68%; Meets improved from 19 to 41%; and Masters from 14 to 18%. Fourth grade Reading Approaches improved from 52 to 78%; Meets improved from 27 to 60%; and Masters from 14 to 29%. Fourth grade Math saw huge gains. Approaches went from 36 to 67%; Meets from 14 to 35%; and Masters from 8 to 16%. Fifth grade Reading gains were Approaches from 74 to 85%; Meets dropped a bit from 57 to 52%; and Masters went from 48 to 32%. We saw minor drops in 5th grade Reading Meets and Masters; however, the results for this group of students compared to their fourth grade performance were outstanding. Fifth grade Math results were Approaches stayed steady from last year at 71%; Meets dropped a bit from 44% to 36%; and Masters dipped from 29% to 27%. Again, for this group of students, compared to their fourth grade scores, we saw impressive gains. Math continues to be an area of need for all three grade levels.

Student Achievement Strengths

We continue to see growth in Reading achievement for our students in Kindergarten through 2nd grade. Our focus the last four years on Guided Reading and Balanced Literacy at those levels has produced positive results. We also has significant gains in Math, particularly in 3rd and 4th grades. McNeil scored a 91 in Domain 2A for growth for all students, 3rd - 5th.

School Culture and Climate

School Culture and Climate Summary

McNeil continues to be proud of the spirit of belonging and the positive welcome our visitors encounter from the moment they enter the front office. We pride ourselves on welcoming families and community members to be an active part of our McNeil Community. Our parents and families have continue to show so much support and actively participate in events throughout the year. We held our second annual Community Block Party before school started and, again, had a record turnout and received much positive feedback from our community. McNeil Elementary is rich in traditions (Mustang Roundup, PTO family events, Read Across America, our Mustang Creed, etc.). We have a very active and visible PTO. We will continue our partnership with our community supporters--Randolph Brooks Federal Credit Union (RBFCU) and Preston Trail Community Church. These partnerprovide support in many areas for our staff and students. In 2022-2023, McNeil will refocus on HRS Level 1--Safe and Secure Environment--and Level 2--Effective Instruction in Every Classroom. We will begin learning about Level 3--Guaranteed and Viable Curriculum--to prepare for implementation in the 2023-2024 school year.

School Culture and Climate Strengths

McNeil staff began the implementation of Restorative Practices during the 2017-2018 school year. Restorative Practices focuses on teaching students social and behavioral strategies and skills, rather than just issuing consequences. Students are taught empathy and how to consider the impact of their actions on others. We will continue using Restorative Practices this school year, which will mesh seamlessly with McKinney ISD's Live Kind initiative. We look forward to enhancing these initiatives to continue to cultivate a campus of kindness and mutual respect. Campus "LEAD" expectations are posted throughout the building, and every classroom participates in daily connections through Community Circles. We also developed a campus wide Behavior Flowchart to ensure consistency in strategies to address student behaviors. In addition, we will strive to ensure that every student, especially given our high mobility rate, will feel a sense of belonging both at McNeil and in McKinney ISD.

We are also proud to think of our McNeil staff as family. Celebrations with our staff are held frequently to allow opportunities to share our successes and build on our sense of family. We have a weekly staff newsletter that is consistently filled with staff appreciations and shout outs. McNeil staff has always been active in our PTO special events in years past and has invited partnerships with families through our Back to School Picnic, Meet the Teacher, Open House, parent/teacher conferences, and other special events.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The McNeil staff is dedicated to addressing the needs of the whole child. We have engaged in much professional development geared toward the academic, behavioral, and social/emotional needs of our ever changing population. Our Instructional Leadership Team will lead grade level teams in going through the stages of teams to identify their strengths and challenges and to ensure that they function effectively. We have new team members on several of our teams so it will be important for teams to continue the hard work we've done the last several years with planning and PLCs. We are excited to mentor our new staff members and continue our work toward effective instruction in every classroom through our established PLC culture and a continued focus on HRS Level II--effective instruction in every classroom. We are ensuring that new staff is well-trained in Restorative Practices by completing a book study on Better Than Carrots or Sticks. We will also provide a variety of professional development and training opportunities for new and returning staff to ensure we are all moving together toward the same mission and vision.

Staff Quality, Recruitment, and Retention Strengths

McNeil has a diverse staff with varying years of experience, ranging from two first year teachers to teachers with over 20 years of experience. McNeil's staff is guided by a growth mindset and consistently seeks to engage in current best teaching practices that align with 21st Century skills. We have solid systems and structures in place to support all learners. All staff receive multiple hours of professional development each year in order to continue to learn and grow. Each new staff member is assigned a mentor to serve as a support. Mentor/mentee meetings will occur monthly, and administrators actively participate in the meetings. Mentors for our two new teachers are participating in Region 10's Mentor training. Surveys are sent out twice per year to gauge staff morale and to identify needs and areas for growth, as well as to identify celebrations and areas of strength.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McNeil has strong PLC structures and processes in place that guide our planning and instruction. We began this journey in 2017-2018 with our Instructional Leadership Team leading our staff in the full implementation of Professional Learning Communities (PLCs). Through the PLC process, our teachers have focused on student learning standards, collaboration with colleagues, and data driven decision making, which resulted in a significant amount of growth in the level of planning and design at every grade level along with earning our HRS Level II Certification. This year, we will continue our focus on ensuring quality instruction in every classroom by maintaining our PLC processes, continuing with progress monitoring, and creating and using Common Formative Assessments. McNeil has become more focused in using our data to pinpoint the needs of individual students, which are then used to differentiate instruction.

Curriculum, Instruction, and Assessment Strengths

McNeil is fortunate to have a full time instructional coach to assist teachers with improved lesson design. Our teams are supported by our Administrative Team in their planning. Our Instructional Coach and Media Resource Specialist attend weekly content level planning for 3rd-5th grade and grade level planning for K-2 to provide resources, clarify learning standards, and collaborate on ideas for instruction and assessment. Teachers attend professional development meetings facilitated by district content coordinators, as well as participate in multiple PLCs centered on student learning. These meetings provide an opportunity for our staff to collaborate with colleagues across the district. McNeil's master schedule and yearly calendar provide a dedicated time for grade level Professional Learning Communities (PLCs) to meet and collaborate using multiple measures of student data, discuss instructional best practices, and address individual student needs. With a full time Intervention teacher and a dedicated block of time on our master schedule we are able to provide 30 minutes of daily intervention in Math and Reading. In the 2021-2022 school year, we also provided intervention per HB4545 and had great success. In Reading, 58% of our HB4545 students met passing standard. In Math, 52% met passing standard. These were students who had not passed in the previous year. Administrators will continue to participate in Learning Walks with the district content coordinators to get feedback on the quality of instruction on our campus.

Parent and Community Engagement

Parent and Community Engagement Summary

McNeil is proud to partner with our families and community. An active PTO serves the McNeil community with programs, special events, fundraising, and teacher appreciation activities. During the 2021-2022 school year, we began a new tradition of an annual block party to kick off the school year with our students, families, and community. We continued that this year with our second year of this event. This event has provided an opportunity for connection for all stakeholders. We will continue to work together to create new opportunities for community building and parent participation. McNeil staff communicates with parents and families in a variety of ways, including weekly grade level newsletters, a weekly principal newsletter, PTO communications, use of social media, school and teacher websites, and the use of SeeSaw with our Kindergarten through Second Grade classes. We look forward to continuing our partnerships with Randolph Brooks Federal Credit Union (RBFCU) and Preston Trail Community Church. They will partner with us in supporting our students and teachers in a variety of ways, including teacher appreciation, supplies/resources for students and staff, and mentors. We look forward to continuing to grow in our relationship with them. We will continue our partnership with Communities in Schools to provide information and resources for students and parents.

Parent and Community Engagement Strengths

McNeil is proud of the number of families who participate in our special events and Spirit Nights. We offer families multiple opportunities throughout the year to be a part of what is happening at McNeil. Some events are social (Back to School Picnic, Harvest Festival, dances, etc.) while others are focused on academics, curriculum, and/or classroom information (Meet the Teacher, parent/teacher conferences, Family Fitness Night, etc.) McNeil values the input of our families. We offer opportunities each year through surveys for parents to provide feedback. The information from the surveys is used to continue to improve our level of service to our community. McNeil is also proud to participate in service projects each year. During 2021-2022, we collected personal hygiene products (shampoo, soap, toothbrushes) as a community service project benefitting Streetside Showers. We will continue to provide opportunities to support our local community and for students to learn the importance of helping others. Our CIS liaison partners with our school counselor to provide holiday meal baskets, clothing, and other needed items to our families.

School Context and Organization

School Context and Organization Summary

McNeil Elementary School is a Kindergarten through Fifth Grade school that serves 367 students. Kindergarten through Second Grade classrooms are self contained and teachers design lessons collaboratively during weekly planning sessions. Third through Fifth grade classrooms are departmentalized so that teachers can provide instruction with a focus on particular content areas. A speech pathologist, dyslexia teacher, and intervention teacher serve the campus along with two special education teachers and a special education aide. Four teachers and five aides provide instruction in the Developmental Social Skills Classrooms. Special area teachers enhance the educational experience for students with outstanding music, art and physical education curricula and activities. Fourth and fifth graders gain enrichment in music by participating in our McNeil choir.

McNeil's Administrative Team (A Team) meets weekly and is made up of the principal, two assistant principals, media resource specialist, instructional coach, and school counselor. Our Instructional Leadership Team (ILT), made up of the A Team, the team leader from each grade level, specials, and special education teacher meet once a month. The ILT serves as our guiding coalition in monitoring the fidelity of our PLC implementation and our campus focus on effective teaching in every classroom, leading to academic progress for all students.

School Context and Organization Strengths

McNeil welcomed several new staff members for the 2022-2023 school year. We spent time during Academy reviewing McNeil's mission and vision. Each team created a visual representation of what our vision means to their team: "McNeil builds relationships and collaborates to grow the whole child." Even with the addition of new staff, McNeil is proud to be clear in our focus and moving with intent toward the common goal of student achievement. All teams developed norms to guide their collaboration and their individual grade level team collective commitments to define their purpose and guide their work. McNeil is proud to be a campus that is truly collaborative. Everyone takes ownership in the achievement and well-being of all students--not just the students in their individual classrooms. Our guiding mottos are "All kids are our kids" and "Are we growing students?". Our STAAR performance proves that our campus is all moving in the same direction and making great strides in student achievement.

Technology

Technology Summary

McNeil continues to demonstrate an enthusiasm for integrating up and coming technologies into curriculum and learning products. Teachers are becoming more proficient at using best practices for implementing digital tools following the blended learning model in classroom learning, and continue to seek out opportunities to learn and grow. Professional development occurs formally in staff meetings, as well as authentically through shared experiences in instructional design meetings.

Technology Strengths

McNeil's leadership team and teachers look for ways to pilot and utilize technology in unique and engaging ways. Our students have access to a variety of digital tools including iPads, macbooks, interactive whiteboards, virtual reality viewers, a variety of online resources and various digital tools from our campus makerspace which afford opportunities for critical thinking, problem solving, virtual fieldtrips, and student production.





Goals

Goal 1: McNeil Elementary will continue to keep a focus on HRS Level I--Safe and Collaborative Culture-- and 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 Sources: McNeil will be compliant on all drills, trainings, and accommodations. Surveys will reflect that students, staff, and parents report feeling safe at school.





Strategy 1 Details	Reviews			
<p>Strategy 1: McNeil will have a Safety Committee, Safety Health Advisory Committee, Medical Emergency Response Team, Mental Health Crisis Response Team, and Core Team (Texas Behavior Support Initiative and Crisis Prevention Intervention certified). These teams meet throughout the year to ensure district safety procedures are followed and to communicate with and train staff as needed. Opportunities for feedback and concerns from staff will be provided.</p> <p>Strategy's Expected Result/Impact: Staff will be highly qualified to handle and support emergency situations.</p> <p>Staff Responsible for Monitoring: Administrators, Nurse, Committee members, School Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: McNeil will follow all protocols for allowing visitors and volunteers to enter the campus, including asking for photo ID and purpose for visit.</p> <p>Strategy's Expected Result/Impact: Campus ensures safety of all students.</p> <p>Staff Responsible for Monitoring: Administrators, Office Staff, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To address bullying concerns, McNeil uses an Incident Report Form, including an online submission form available through the campus website. All reports are investigated by administration and/or counselor.</p> <p>Strategy's Expected Result/Impact: Survey will reflect that students feel safe at McNeil. Minimal reports of bullying behavior reported.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: McNeil will continue our implementation of Restorative Practices. We will continue to work on the development of social-emotional skills in students.</p> <p>Strategy's Expected Result/Impact: Every classroom will hold a Community Circle every day.</p> <p>Live Kind lessons will be incorporated into Community Circles.</p> <p>Students and staff will develop and maintain mutually respectful relationships that result in fewer office referrals and increased student time in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators, School Counselor, All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: McNeil Elementary will continue to keep a focus on HRS Level I--Safe and Collaborative Culture-- and 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: Multiple methods of communication will be utilized to keep all stakeholders informed of school events. Surveys will be used throughout the year to gather input from all stakeholders.

Evaluation Data Sources: Parent newsletters, Remind app, grade level newsletters, school marquee, Twitter, McNeil Facebook, McNeil PTO social media and publications. Parent and staff surveys will indicate adequate communication from the school.





Strategy 1 Details	Reviews			
<p>Strategy 1: Communication between home and school will occur via several sources: marquee, newsletters, teacher websites, school website, Facebook, Parent Link, Remind 101, weekly parent emails, the Pony Express, McNeil Messenger (staff newsletter), parent conferences, Twitter, SeeSaw, and Canvas.</p> <p>Strategy's Expected Result/Impact: Satisfied parents and staff; increased attendance at special events</p> <p>Staff Responsible for Monitoring: Administrators, Media Resource Specialist, PTO, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Student, parent, and staff feedback will be collected at least 2 times a year. Data will be collected, reviewed and shared.</p> <p>Strategy's Expected Result/Impact: 100% participation in surveys</p> <p>Staff Responsible for Monitoring: Administration, Media Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: McNeil will highlight positive testimonies/feedback from students, staff, and parents in a variety of ways (announcements, hallway monitors, email, marquee, public recognition of teacher successes, Tweet our story, etc.).</p> <p>Strategy's Expected Result/Impact: Positive school culture</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative			Summative
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Goal 1: McNeil Elementary will continue to keep a focus on HRS Level I--Safe and Collaborative Culture-- and 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: McNeil will pursue a community culture of mutual respect, leadership, and security.

Evaluation Data Sources: Students are afforded opportunities to lead and participate in school activities, such as Kindness Crew, Announcements Crew, Safety Patrol, Choir for 4th and 5th graders, annual Talent Show and art show, special event nights (ex: Kinder Sing, Texas Program, Veterans Day Program, etc.) and have their accomplishments recognized in various ways (ex: LEAD tickets, Positive Office Referrals, Mustang of the Month).

Strategy 1 Details	Reviews			
<p>Strategy 1: MISD Character Education Program will be implemented.</p> <p>Strategy's Expected Result/Impact: Office referrals and counselor visits will remain minimal, maximizing engagement and classroom time.</p> <p>Students will work through peer conflict in a respectful manner.</p> <p>Students will be recognized for their positive behavior (Mustang of the Month, classroom reward systems).</p> <p>Number of students receiving ILEAD tickets and Kindness recognitions will increase.</p> <p>Staff Responsible for Monitoring: Counselor, All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: McNeil School Counselor will provide monthly classroom guidance lessons, small group, and individual counseling.</p> <p>Strategy's Expected Result/Impact: Positive peer relationships will be observed by staff and parents.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: McNeil staff will identify and support at risk students and provide mentors. McNeil classrooms will partner together to provide positive interaction/leadership opportunities for all students.</p> <p>Strategy's Expected Result/Impact: At risk students will have increased engagement, self-esteem, and academic performance.</p> <p>Students will be provided with school supplies, clothing, and basic necessities when needed.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, CIS</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: McNeil will continue our implementation of Restorative Practices.</p> <p>Strategy's Expected Result/Impact: Every classroom will hold a Community Circle every day.</p> <p>Live Kind lessons will be incorporated into Community Circles.</p> <p>Students and staff will develop and maintain mutually respectful relationships that result in fewer office referrals and increased student time in the classroom.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, All Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: McNeil will highlight positive testimonies and feedback from students, staff, and parents in a variety of ways (announcements, hallway monitors, email, marquee, public recognition of teacher successes, Tweet our story, etc.).</p> <p>Strategy's Expected Result/Impact: Positive School Culture</p> <p>Staff Responsible for Monitoring: All Staff</p>	Formative			Summative
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Goal 1: McNeil Elementary will continue to keep a focus on HRS Level I--Safe and Collaborative Culture-- and 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: McNeil will build strong, sustainable community relationships with families, community partners, and other stakeholders that strengthen the academic success of students.

Evaluation Data Sources: Positive feedback reported on Student, Parent, and Staff Surveys. Agendas from Community Partner meetings with PTO, RBFCU, and Preston Trail Community Church.

Strategy 1 Details	Reviews			
<p>Strategy 1: McNeil will strive to provide opportunities for community events and family involvement, such as our annual Community Block Party, back to school picnic, Meet the Teacher, Mustang Roundup, Veterans Day program, Open House, Field Day, Campus Book Fairs, and other events.</p> <p>Strategy's Expected Result/Impact: McNeil families continue to feel connected, and our sense of community remains strong.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Professional Staff PTO Board</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Partnerships with Communities in Schools (CIS), Randolph Brooks Federal Credit Union (RBFCU), Preston Trail Community Church, PALS, mentors and other volunteers will continue.</p> <p>Strategy's Expected Result/Impact: Needs of students and families met through outreach</p> <p>Staff Responsible for Monitoring: Administrators, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: McNeil will provide a variety of opportunities for students to connect with each other and our greater community (ex: book clubs, Leadership Club outreach, announcements crew, etc.)</p> <p>Strategy's Expected Result/Impact: Students will become more active in our school community.</p> <p>Students will learn leadership skills through active participation.</p> <p>Staff Responsible for Monitoring: Administrators, Club Sponsors, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: McNeil staff and students will participate in service oriented events at least twice per year, such as Jump Rope for Heart, food drives, clothing drives, etc.</p> <p>Strategy's Expected Result/Impact: Students will have a global understanding of community needs outside of school and become more involved.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, PE Teacher, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: McNeil will continue our tradition of Read Across America Day, inviting community members in to share the love of reading with all grade levels.</p> <p>Strategy's Expected Result/Impact: Participation of guest readers will increase, student and staff feedback will be positive</p> <p>Staff Responsible for Monitoring: Administrators, Media Resource Specialist, Instructional Coach, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 5: McNeil administration will carefully consider discretionary placement only as a last resort and reduce the number of discretionary placements through the use of interventions.

Evaluation Data Sources: The number of discretionary placements will be monitored.





Strategy 1 Details	Reviews			
<p>Strategy 1: McNeil will continue using Restorative Practices to promote social and emotional development, and support positive behavior practices.</p> <p>Strategy's Expected Result/Impact: Positive reinforcement will be observed in staff/student interactions.</p> <p>McNeil's sense of community will increase as evidenced through staff and student surveys.</p> <p>Students will use learned strategies to communicate, resolve conflict, and express their feelings.</p> <p>Staff Responsible for Monitoring: Administrators Counselor Media Resource Specialist Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Frequent positive parent phone calls will be made to reinforce appropriate choices and celebrate successes, both academic and behavioral. Contacts might be made by teachers or administrators.</p> <p>Strategy's Expected Result/Impact: Students receive the benefits of positive praise, such as increased self-esteem and increased sense of belonging and community.</p> <p>Parents share in the successes of their students and feel a positive connection between home and school.</p> <p>Appropriate student behavior will increase campus wide.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Multiple processes will be in place to support students in making safe and respectful behavior choices in all school settings. (RtI, Restorative Practices, Zones of Regulation, campus wide LEAD expectations, positive behavior supports, etc.)</p> <p>Strategy's Expected Result/Impact: DAEP placement will decrease</p> <p>Appropriate student behavior will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: McNeil Elementary will continue to keep a focus on HRS Level I--Safe and Collaborative Culture-- and 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 6: McNeil will develop an Equity and Diversity Committee focused on learning about and valuing differences that make people unique.

Evaluation Data Sources: Agendas from meetings; data from surveys; pictures representing various displays, activities, etc. used to inform/educate on differences

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will participate in professional development to increase our understanding of cultural differences and their impact on student learning and social-emotional development.</p> <p>Strategy's Expected Result/Impact: Planning and instruction will reflect teacher growth and learning.</p> <p>Staff Responsible for Monitoring: McNeil Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: McNeil administrative team will strive to recruit, hire, and retain qualified staff who represent our student demographics.</p> <p>Strategy's Expected Result/Impact: Staff will more closely reflect the diversity of our student population.</p> <p>Staff Responsible for Monitoring: McNeil Administrative Team</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: McNeil Elementary will continue to ensure HRS Level II--Effective Instruction in Every Classroom-- and engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Professional Learning will have an intense focus on strategies to improve planning/design, instruction, and learning and will be based on campus needs as determined using multiple measures of data.

Evaluation Data Sources: Evidence will demonstrate professional learning and application of blended learning in lesson design, collaborative conversations, and using data to guide instruction.

Strategy 1 Details	Reviews			
<p>Strategy 1: McNeil professional staff will continue to operate as PLCs (Professional Learning Communities) and a High Reliability School.</p> <p>Strategy's Expected Result/Impact: Professional learning will continue to increase student achievement.</p> <p>McNeil will continue to function as an HRS Level II campus with evidence/artifacts collected.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: PLC time has been built into the master schedule to allow for frequent opportunities to discuss student data, best instructional practices, design and use of assessments, etc. to promote professional learning and student achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will increase their awareness of student strengths and weaknesses and plan differentiated intervention to increase student achievement.</p> <p>Staff Responsible for Monitoring: Administrators, Team Leaders, Campus Data Team members, Classroom Teachers, Counselor, Media Resource Specialist, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: McNeil will continue to partner with district curriculum coordinators to conduct Learning Walks, collaborate in planning, and analyze data to ensure alignment with the MISD Model of Instruction (MOI).</p> <p>Strategy's Expected Result/Impact: Best teaching practices will increase across all grade levels.</p> <p>Student achievement will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in Learning Walks to ensure high quality instruction in every classroom.</p> <p>Strategy's Expected Result/Impact: Increased teacher efficacy Increased student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers, Media Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: McNeil administrative team will continue to design professional learning to address campus needs as observed in walkthroughs, learning walks, PLC and planning conversations. (ex: Guided Reading, Guided Math, tiered vocabulary instruction, effective use of data in planning, etc.)</p> <p>Strategy's Expected Result/Impact: An increase in student achievement</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: All teachers will receive gifted/talented training so that lesson design includes differentiation for gifted and high achieving students.</p> <p>Strategy's Expected Result/Impact: Observations of differentiation evident in lesson plans and walkthroughs.</p> <p>Increased student achievement</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: The Learning Commons will provide Science Technology Engineering and Math (STEM) activities through Maker Space.</p> <p>Strategy's Expected Result/Impact: Students will develop problem solving strategies and work collaboratively with peers.</p> <p>Staff Responsible for Monitoring: Media Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<p>Strategy 8: The Learning Commons will offer a variety of fiction and nonfiction materials both in print and digital that appeal to diverse learners.</p> <p>Strategy's Expected Result/Impact: Students will select and enjoy books from a variety of authors and subject matter.</p> <p>Staff Responsible for Monitoring: Media Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 9 Details	Reviews			
<p>Strategy 9: The Learning Commons will teach digital citizenship skills for the 21st Century learner.</p> <p>Strategy's Expected Result/Impact: Students will show an increased awareness of and application of digital citizenship skills.</p> <p>Staff Responsible for Monitoring: Media Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: McNeil Elementary will continue to ensure HRS Level II--Effective Instruction in Every Classroom-- and engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: High quality, data-driven instruction and intervention will be delivered in all subject areas.

Evaluation Data Sources: Improved student achievement as shown by multiple measures of data, such as MAP, District Assessments, STAAR, RtI, use of common formative assessments and pre-assessments, progress monitoring logs at every grade level.

Strategy 1 Details	Reviews			
<p>Strategy 1: MAP, Interim, common formative, and state assessment preparation, along with teacher observation through progress monitoring practices will be used to guide instruction (ex: flex grouping, differentiation, STAAR projected proficiency).</p> <p>Strategy's Expected Result/Impact: Teachers will plan specifically for individual students using data sources resulting in increased student achievement.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom teachers, Instructional Coach, Media Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Economically disadvantaged student needs will be considered with lesson design, parent communication and analysis of assessment data which is supported through the implementation of Restorative Practices.</p> <p>Strategy's Expected Result/Impact: Increased student performance for economically disadvantaged students using multiple measures of data, including MAP, Interim Assessments, discipline and attendance records, differentiated lesson plans, and PLC conversations.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom teachers, Counselor, Instructional Coach, Media Resource Specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Based on formative and summative data, teachers will design high quality lessons using blended learning models, small group instruction, one-on-one instruction, intervention, flex grouping, etc. to meet student needs.</p> <p>Strategy's Expected Result/Impact: Teachers will improve on the design of lessons based on student needs and differentiate accordingly.</p> <p>Staff Responsible for Monitoring: All Professional Staff</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p>Strategy 4: McNeil will continue our focus on creating and using pre-assessments and common formative assessments and effectively using that data to guide instruction.</p> <p>Strategy's Expected Result/Impact: Increased student performance on formative and summative assessments, MAP, STAAR, Interim Assessments</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: McNeil Elementary will continue to ensure HRS Level II--Effective Instruction in Every Classroom-- and engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: EL students will show growth as measured by district and/or state assessments.

Evaluation Data Sources: mCLASS, STAAR, MAP, TELPAS





Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will become ESL certified and expand knowledge of working with EL students through additional training, including SIOP and ELPS. Strategy's Expected Result/Impact: ESL certification added for each teacher. Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instruction for EL students will include SIOP strategies. Strategy's Expected Result/Impact: Techniques and strategies will be observed during walk-throughs and formal observations for teachers having EL Students. Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Professional Development will be provided during the year to all teachers regarding strategies for teaching EL students. Strategy's Expected Result/Impact: EL students will raise a level of proficiency on TELPAS or maintain the advanced-high rating (if already met). Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Language objectives will be posted and referred to consistently. Strategy's Expected Result/Impact: Increase student awareness of daily learning expectations Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Special consideration and attention will be given to monitoring of EL students' academic progress and language development through frequent use of the Proficiency Level Descriptors (PLDs).</p> <p>Strategy's Expected Result/Impact: Through TELPAS data, IPT testing, MAP/STAAR data, classroom observations, Interim Assessments, writing samples, PLD, minutes from MTSS meetings, student achievement will increase.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselor, Instructional Coach</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: McNeil Elementary will continue to ensure HRS Level II--Effective Instruction in Every Classroom-- and engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: Special education students will show growth as measured by district and/or state assessments.





Evaluation Data Sources: mCLASS, MAP, STAAR

Strategy 1 Details	Reviews			
<p>Strategy 1: Special education teachers will monitor IEPs to ensure growth towards mastery of goals and objectives and to ensure appropriate state accommodations are provided, according to current data.</p> <p>Strategy's Expected Result/Impact: IEP progress reports, student performance on district and state assessments, informal observations, scatterplots, quick checks will be utilized to make instructional decisions.</p> <p>Staff Responsible for Monitoring: Administrators, Special Education Team, General Education Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Special Education teachers will meet with general education teachers regularly to discuss student growth towards mastery of goals and performance.</p> <p>Strategy's Expected Result/Impact: Collaboration between general education teachers and special education teachers will ensure student needs are clear and appropriate accommodations are in place for support.</p> <p>Staff Responsible for Monitoring: Administrators, Special Education Teachers, General Education Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Developmental Social Skills Classroom (DSSC) teachers will meet regularly with general education teachers to discuss student needs, successful strategies, and to answer questions regarding the DSSC program.</p> <p>Strategy's Expected Result/Impact: General education teachers will be informed of the particular needs of DSSC students. DSSC students will increase appropriate behaviors in the general education setting.</p> <p>Staff Responsible for Monitoring: Administrators, DSSC teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Specified staff will attend Crisis Prevention Intervention (CPI) training and complete TBSI online training.</p> <p>Strategy's Expected Result/Impact: Staff will be trained to appropriately address severe student behaviors.</p> <p>Staff Responsible for Monitoring: Administrators, Special Education Team, School Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: McNeil Elementary will continue to ensure HRS Level II--Effective Instruction in Every Classroom-- and engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 5: Grade levels will utilize the MTSS process for student improvement.





Evaluation Data Sources: Movement of students on MTSS tiers will reflect impact and effectiveness of interventions.

Strategy 1 Details	Reviews			
<p>Strategy 1: MTSS Coordinator will meet with teachers to assist in identifying students who are in need of support and plan for interventions. Strategy's Expected Result/Impact: Effective plans and goals will be in place to support students. Staff Responsible for Monitoring: Administrators, MTSS Coordinator, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will monitor the MTSS process to ensure fidelity, appropriate referrals, and to set clear and measurable goals, etc. Strategy's Expected Result/Impact: Students will be appropriately placed and served through the MTSS process. Staff Responsible for Monitoring: Administrators, MTSS Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: The MTSS process will be utilized to identify ways to meet the needs of students with appropriate intervention before consideration of special education testing. Strategy's Expected Result/Impact: Students will receive supports in the least restrictive environment before a special education placement is considered. Staff Responsible for Monitoring: MTSS Committee</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Training will be provided to the staff to ensure the MTSS process is clear and consistent. Strategy's Expected Result/Impact: Increased teacher understanding of MTSS, effective and consistent implementation, clear and measurable goals set for students through MTSS Staff Responsible for Monitoring: Administrators, MTSS Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: McNeil will promote the Live Kind initiative.

Performance Objective 1: Students and staff will better understand the importance of social emotional learning and its impact on overall well-being.

Evaluation Data Sources: Evidence collected through multiple modalities that demonstrate efforts to implement the Live Kind initiative.

Strategy 1 Details	Reviews			
<p>Strategy 1: McNeil's school counselor will hold Lunch Bunch groups with all new to McNeil students. Strategy's Expected Result/Impact: New to McNeil students will learn key personnel (ex: principal, assistant principals, etc.), as well as important McNeil facts like mascot, school colors, and traditions. They will also meet and make new friends. Staff Responsible for Monitoring: School Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: McNeil celebrates World Kindness Day and Kindness month in April by encouraging students to perform kind acts at school and in their community. Strategy's Expected Result/Impact: Students will see the value and impact of showing kindness to others. Staff Responsible for Monitoring: School Counselor, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: McNeil administrators and school counselor will partner with RBFCU, PTO, and Preston Trail Community Church to celebrate and appreciate the staff throughout the year. Strategy's Expected Result/Impact: Teachers and staff will feel supported and appreciated, and staff morale will remain high. Staff Responsible for Monitoring: Administrators, School Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: McNeil will "tell our story" of kindness and living kind through multiple platforms--announcements, social media, newsletters, assemblies, etc. Strategy's Expected Result/Impact: Our McNeil Community will be strengthened by the positive feedback and affirmations. Staff Responsible for Monitoring: Administrators, School Counselors, Teachers, Staff, Parents</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums

Campus Information

District Name	McKinney ISD	Campus Name	McNeil EL	Superintendent	Rick McDaniel	Principal	Tracy Meador
District Number	043907	Campus Number	043907117	District Coordinator of School Improvement (DCSI)	Geoff Sanderson	ESC Support	Region 10

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Geoff Sanderson
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Suzy Woodard
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Tracy Meador
Board Approval Date	2019-10-22	

Prioritized Focus Area #1		Prioritized Focus Area #2
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Continued learning is needed across the campus for creating common formative assessments. We will continue to monitor and support to ensure the level of rigor in lesson plans and alignment between the plans and what is taught in the classroom.	We have strong systems in place for analyzing and using data but continued support is needed to ensure we're looking at the right data and setting appropriate goals to meet the needs of all students.
Desired Annual Outcome	Quality lesson plans with a focus on rigor and formative assessments.	Data (including formative assessments) will be tracked for every student so instruction and intervention are timely. Teams set goals and track progress toward those goals--adjusting instruction along the way to ensure progress for all students. Small group instruction and differentiation purposefully planned based on data.
Barriers to Address During the Year	Not intentionally planning for formative assessments in lesson plans; lack of data tracking for teacher created assessments; teachers feel like they don't have enough time to put everything into lesson plans to really differentiate and guide instruction; more time spent with intervention; need continued support with formative assessments and differentiation; lack of resources geared toward enrichment.	Looking at the data at a surface level; choosing the best data points and prioritizing; not enough time for deep analysis and intervention; lack of interventionist support.