

# **McKinney Independent School District**

## **Minshe Elementary**

### **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

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Financial stewardship ensures a tomorrow for education

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Minshew Elementary is able to touch the lives of over 520 Kindergarten through Fifth Grade students. Minshew truly represents the diversity of our society. Our campus enrollment by ethnicity is: White 44%, Hispanic 21%, African American 17%, Asian 10%, American Indian/Alaskan .4%, and Two or more races 8%. Our student population is 30% economically disadvantaged based on free-reduced lunch status and 7% of our scholars are English Language Learners with 2% having immigrant status. Another 16% of our scholars participate in the Gifted and Talented program, 14% attend general education dyslexia classes, and 15% receive special education services. We are fortunate to have two Structured Teach classrooms.

To address the diversity of our population, we will continue to implement best practices and research based behavioral and instructional strategies. Minshew's ESL program will support our English Language Learners. Students identified as Gifted and Talented will attend ALPHA. Students exhibiting dyslexic tendencies receive intervention through McKinney ISD's general education dyslexia program. Specially designed instruction will be provided for students meeting special education criterion. Minshew has two Structured Teach Classrooms provide support to students with social skills, behavior, and communication needs. Minshew utilizes Multi-Tiered Systems of Support (MTSS) to help students in need of tiered support for academics and behavior concerns.

### Demographics Strengths

Minshew serves a diverse population that reflects society. Students have an opportunity to learn from and teach others about their backgrounds. The diversity of our campus enables Colts from a variety of experiences to unite as one and learn and grow together. There are many different languages represented at Minshew. We celebrate our uniqueness by highlighting various cultures through morning announcements, spotlighting culturally relevant literature, and educating students on not only cultural differences but also ability differences. We are fortunate to be the home of two Structured Teach classrooms (STC). McKinney ISD's Structured Teach Classroom is a self-contained special education program that primarily serves students with characteristics associated with autism. The STC program enhances our diverse community.

# Student Achievement

## Student Achievement Summary

Minshew utilizes multiple measures of data, such as, State of Texas Assessments of Academic Readiness (STAAR) scores, Measures of Academic Progress (MAP) data, and informal and formal assessments to promote an increase in academic achievement. We foster positive relationships and work in professional learning communities to make an impact on teaching and learning. Colts are given assessments at the beginning of the year to determine strengths and areas for improvement. Middle of year assessments are conducted and the data allows staff to compare data that was collected at the beginning of the year as well as track and monitor academic progress. At the end of the school year, students are assessed once more to measure achievement.

The staff at Minshew Elementary will continue to use and communicate multiple measures of data for student learning as supported in the Superintendent/District Goals which include:

Goal #1: McKinney ISD will ensure the faculty, staff, students, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Goal #2: McKinney ISD will engage students in rigorous and relevant experiences that will prepare them for graduation and post secondary success.

Goal #3: McKinney ISD will continue to have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process.

Goal #4: McKinney ISD will continue to promote social and emotional learning (SEL) and character education through continued implementation of the McKinney ISD Lives Kind Initiative. YOU BELONG

## Student Achievement Strengths

Teachers at Minshew Elementary strive to provide each student with an opportunity to achieve high levels of academic growth. Our student assessment data is a reflection of our practices. Students at Minshew participate in completing the Measures of Academic Progress (MAP) assessments in the beginning, middle, and end of the year.

During the 2021-2022 school year, students demonstrated tremendous growth from the 19-20 school year. Minshew earned TEA distinctions for comparative academic growth and comparative closing the gaps. We are extremely proud of the growth our students exhibited with the hard work of our students, staff, and community.

### 3rd Math

	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District	22%	78%	50%	26%
18/19	15%	85%	58%	32%

	DID NOT MEET	APPROACHES	MEETS	MASTERS
20/21	33%	67%	39%	13%
21/22	26%	74%	44%	17%

4th Math:

	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District	25%	75%	50%	29%
18/19	19%	81%	61%	43%
20/21	27%	73%	43%	27%
21/22	24%	76%	63%	47%

5th Math:

	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District	18%	82%	52%	30%
18/19	9%	91%	63%	47%
20/21	26%	74%	63%	44%
21/22	15%	85%	51%	27%

3rd Reading:

	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District	17%	83%	60%	38%
18/19	20%	80%	56%	36%
20/21	28%	72%	46%	22%
21/22	16%	84%	65%	38%

4th Reading:

	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District	17%	83%	63%	37%
18/19	24%	76%	47%	18%
20/21	27%	73%	43%	25%
21/22	19%	81%	64%	29%

5th Reading:

	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District	12%	88%	67%	44%
18/19	7%	93%	67%	45%
20/21	20%	80%	52%	37%
21/22	6%	94%	78%	50%

4th Writing:

	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District				
18/19	28%	72%	41%	11%
20/21	42%	58%	26%	7%
21/22				

5th Science:



	DID NOT MEET	APPROACHES	MEETS	MASTERS
State				
District	26%	74%	44%	20%
18/19	21%	79%	50%	20%
20/21	30%	70%	41%	19%
21/22	23%	77%	55%	23%

# School Culture and Climate

## School Culture and Climate Summary

Minshew will provide opportunities for all students to become respectful, responsible citizens. We start each day with teachers greeting each student at the door. Minshew is currently participating in the second year of the CharacterStrong character development and social and emotional learning program. Staff reinforce strong character during daily community circles and through morning announcements. Minshew Elementary earned High Reliability Schools Level 1- Safe and Collaborative Culture certification and will continue to improve schoolwide student and staff expectations with the implementation Positive Behavioral Interventions and Supports (PBIS) in all areas of the school. Minshew teachers and staff collaborate closely to create a culture of high expectations where all students feel safe and valued. Our Minshew Agreements are rooted in deep history and continue to be words we recite and carry in our daily mindset. Minshew will focus on kindness with our MISD Live Initiative. We will utilize social media as a means to provide the community with a look into everyday happenings on Minshew's campus.

CIP Goal 1: Safe and Collaborative School Culture: Minshew will ensure the faculty, staff, students, parents, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Minshew's Power PBIS Team, the district's Live Kind/Legacy Matters Initiative, HRS Level 1 indicators and implementation of our CharacterStrong social and emotional character education program and Minshew Essentials will help support our school culture and climate.

## School Culture and Climate Strengths

Minshew focuses on character as part of our daily announcements, community circles, guidance lessons, and PBIS. Our Parent Organization consists of our PTA and Dad's Crew. We have great pride in our student organizations and groups: KOLT Morning News Crew, Photography Club, Safety Patrol, Music Makers, Honors Choir, Student Council and Student Advisory Board. Parent communication is a priority for Minshew. We provide consistent communication via Facebook, twitter, emails, weekly take home folders, and electronic newsletters. Minshew staff focuses on collaboration with colleagues and stakeholders through Professional Learning Communities, PTA, Response to Intervention, School Health Advisory Council (SHAC), MERT and Crisis Teams. We will utilize our Community in Schools (CIS) Coordinator and MISD Impact Counselor along with high school PALS and Ready, Set, Teach Programs to support students, staff, and the Minshew community.

# **Staff Quality, Recruitment, and Retention**

## **Staff Quality, Recruitment, and Retention Summary**

Minshew is committed to recruiting, hiring, and retaining a highly qualified and diverse staff to meet our students' needs.

Campus administrators create a culture of respect through community building. Administrators monitor classroom planning and instruction to ensure that both are aligned with Texas Essential Knowledge and Skills. Professional Learning Communities work collaboratively to produce quality tier 1 instruction, interventions, and enrichment for our Minshew Colts.

Administration utilizes the following to monitor and assist staff: walkthroughs, mentoring, data review meetings, review of IEP plans, review of TELPAS progress for English Language Learners, individual teacher conferences, grade level conferences, staff newsletters, school-wide web page, Facebook, Twitter, and School Messenger.

## **Staff Quality, Recruitment, and Retention Strengths**

We pride ourselves on having highly qualified teachers and staff members. Our culture is one of a group that goes above and beyond in everything we do. We work to motivate the staff and stretch our own learning to enhance the educational experience for everyone. We have a school that was founded on Tribes principles and we continue to improve our PBIS practices. A sense of community and pride is felt when you walk through Minshew doors. Minshew staff have the autonomy to use their expertise and skills to do what is best for all students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Administrators meet with teams and individuals to discuss curriculum updates. Administrators and curriculum coordinators collaborate to ensure students are receiving the curriculum the district provides. This is monitored through daily walkthroughs and participation in planning sessions. After each assessment window administrators meet with teams and/or individuals to analyze data and develop plans for meeting individual student needs.

## Curriculum, Instruction, and Assessment Strengths

Teachers use multiple measures of data such as: MAP, performance tasks, formative and summative data, and STAAR to guide instruction. Teachers continually gather and analyze data and to participate meaningfully in Professional Learning Communities (PLCs), Power Teams, and Vertical Teams. Several Minshew teachers are involved in curriculum writing for McKinney ISD.

CIP Goal 2: Effective Instruction and Learning in Every Classroom: Minshew will have structures and systems in place to improve the efficiency and effectiveness of educational programs to promote the teaching and learning process. Our Power Teams: High Reliability Schools, Intervention/Enrichment (COLT Time) PBIS and Technology, and Vertical Teams (ELAR, Math, MTSS, Science/Social Studies) will continue building capacity and addressing our Campus Improvement Plan.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Communication between home and school is essential. Each grade level provides families with weekly notification of events and curriculum. Administration sends a weekly Smore newsletter to educate and inform parents on MISD and Minshew. Our PTA has a strong presence and works diligently to provide support to our Minshew community. A volunteer orientation is conducted yearly to provide guidelines and ways to volunteer at Minshew. We are fortunate to partner with the Credit Union of Texas and a Community in Schools Site Coordinator and MISD IMPACT Counselor to support our campus needs. The MISD Ready, Set, Teach and PALS programs help bridge the gap and build relationships with MISD secondary schools.

## Parent and Community Engagement Strengths

Our PTA and volunteers are a strong resource for our campus. Our staff does an exceptional job of building the school/home connection. School events such as: STEAM Night, Game Night, Bike and Scooter Rodeo, School Dance and School Carnival are well attended. Administration also hosts a preschool story time for our future Colts to become familiar with Minshew. Teachers enhanced the home/school connection this year by creating videos to send home to parents to explain concepts that may be confusing for parents to understand or just to welcome students to class and explain systems and procedures. Our partnership with the Credit Union of Texas and a Community in Schools Site Coordinator and MISD IMPACT Counselor helps support our campus' diverse needs. The MISD Ready, Set, Teach and PALS programs help bridge the gap and build relationships with MISD secondary schools.

# School Context and Organization

## School Context and Organization Summary

Minshew is a wonderful school named after Mr. Gary and Mrs. Bobbye Jack Minshew. Mr. Minshew served McKinney ISD in many capacities for more than 30 years. He was a teacher, assistant principal, principal, special education director, and assistant superintendent. Mrs. Minshew taught English at McKinney High School for 26 years and served as a sponsor for many organizations. The Minshew's have made a difference in MISD and we will continue to make a difference in the lives of children at Minshew.

## School Context and Organization Strengths

Minshew consists of 25 Kindergarten through Fifth Grade classes and two Structured Teach Classrooms (STC). Minshew has a staff that works together to support the district and school vision of an excellent education for all students. Minshew administrators will collaborate with staff, students, and parents to establish a safe and secure environment, built on respect, that promotes student success and achievement at the highest level.

Minshew has structures to support an effective learning organization: Leadership Team, MTSS Committee, SHAC Committee, MERT Team, Diabetic Team, Vertical Teams, Power Teams, Administrative Team, Grade Level Team Leaders, and Professional Learning Communities

# Technology

## Technology Summary

Minshew has many technology resources and a great foundation for technology integration. We support technology in our budget and believe in providing students with many avenues to utilize technology. Our staff is supportive and eager to share ideas in this area as we continue to grow together. We strive to have students who exhibit strong digital citizenship behaviors. Technology is integrated at all levels of learning when relevant and possible.

Teachers plan instruction and evaluate data through the digital platforms, Forethought and Aware. Staff can deliver instruction through Canvas, Seesaw, Nearpod, and other Google Apps for Education. Teachers use iPad technology and learning apps. District-funded programs and databases including Discovery Education, Texshare databases, GALE Virtual Library, online textbooks, PebbleGo and Brainpop.

Technology support is available for teachers through professional development offered through the district at summer learning conferences and throughout the school-year on professional development days. Minshew's campus Media Resource Specialist (MRS) provides training and curriculum support through technology resources. Professional development for technology is also offered on a just in time basis and teacher need during teacher planning times, after-school workshops, and at faculty meetings.

## Technology Strengths





We have technology at our fingertips to use in the classroom. Our campus Media Resource Specialist supports technology integration to promote student engagement. Our Technology Power Team focuses on ways to enhance student engagement and achievement through technology. We will continue to focus on digital citizenship with students and for students to maximize the technology available as consumers and producers through engaging lessons.

# Goals

**Goal 1:** Minshew will ensure the schools are safe and secure.

**Performance Objective 1:** Minshew will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

**Evaluation Data Sources:** Minshew will comply with all required monthly drills, abide by MISD Safety Response Protocols and Minshew's Campus Emergency Operations Plan, and provide documentation to district officials.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Minshew's staff and students will practice MISD's Safety Response Protocols through monthly safety drills. <b>Strategy's Expected Result/Impact:</b> Minshew's staff will know the Safety Response Protocols and Campus Emergency Operation Plan.  There will be record of monthly drills and Minshew's Campus Emergency Operation Plan <b>Staff Responsible for Monitoring:</b> Administration, Minshew staff and students; District Safety Personnel	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Minshew will follow the Campus Emergency Operation Plan created with MISD safety guidelines to build upon the safe and collaborative culture. <b>Strategy's Expected Result/Impact:</b> Minshew's Campus Emergency Operation Plan will be followed by staff members. <b>Staff Responsible for Monitoring:</b> Administration, Team Leaders, Office Staff, Counselor, Minshew's Staff	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Minshew will increase safety and security by locking 100% of campus interior and exterior doors. Weekly campus checks will be reported to MISD safety and security department. <b>Strategy's Expected Result/Impact:</b> Minshew will achieve 100% passing rate of the state external door audits. <b>Staff Responsible for Monitoring:</b> Staff Responsible for Monitoring, Administrators, Safety & Security Department, Minshew's staff	Formative		Summative
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			







**Goal 1:** Minshew will ensure the schools are safe and secure.

**Performance Objective 2:** Minshew will provide tiered prosocial supports and character education.

**Evaluation Data Sources:** Minshew will interact and demonstrate acts of kindness, empathy, and acceptance as a whole learning community.





Strategy 1 Details	Reviews		
<p><b>Strategy 1:</b> Minshew will follow our school-wide expectations (Minshew agreements, Minshew Essentials, and. C.O.L.T.S matrix will be the expectations for the entire learning community with the acronym C- Courteous O- Ownership, L- Listener, T- Trustworthy, S-Self-Discipline. Positive Behavioral Interventions and Supports (PBIS) and community building strategies will be applied to all areas of the school for safety and security of students, staff, and learning community.</p> <p><b>Strategy's Expected Result/Impact:</b> Students demonstrate knowledge school-wide expectations (Minshew agreements, Minshew Essentials, and. C.O.L.T.S matrix) and is shown through their daily actions.</p> <p>Minshew essentials lessons, discipline documentation, school-wide matrix displayed in common areas and all classrooms, Dojo points given out, and community circles.</p> <p><b>Staff Responsible for Monitoring:</b> Minshew's staff and students, Parents, PBIS Team, Administration, Counselor</p>	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<p><b>Strategy 2:</b> Minshew will utilize strategies from the Positive Behavioral Interventions and Supports, Texas Behavior Support Initiative, CPI, Multi-Tiered System of Supports (MTSS), and community building to reduce the number of discipline referrals and to promote a positive learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Minshew will observe a reduction in discipline referrals and a positive learning environment.</p> <p>We will utilize office referral data, Safety Response Protocols, and Attendance Data.</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team, MTSS Team, Administration, Teachers, Counselor</p>	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<p><b>Strategy 3:</b> Minshew will ensure that the MISD Lives Kind initiative is implemented systematically through the planning and coordination of the school counselor and the coordinated health team. CASES lessons, student recognition, and community outreach will promote and support this Live Kind culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Minshew will interact and demonstrate acts of kindness, empathy, and acceptance as a whole learning community.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, School Health Advisory Committee, Administration, CIS, StuCo, Minshew staff and students</p>	Formative		Summative
	Nov	Feb	June

Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Minshew will support character education learning of students by implementing Character Strong curriculum. Character Strong follows the competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making; and Character Development: Patience, Kindness, Honesty, Respect, Selflessness, Forgiveness, Commitment, Humility. <b>Strategy's Expected Result/Impact:</b> Character Strong curricula is focused on fostering the Whole Child with vertically-aligned lessons that teach social emotional learning and character development, side-by-side. Students demonstrate knowledge of the competencies and character development. <b>Staff Responsible for Monitoring:</b> Minshew staff and students, Counselor, Administration, PBIS Team, Parents	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
<b>Strategy 5:</b> Minshew will have a comprehensive school counseling program (CSCP) in place that conforms to the Texas Model and the other relevant Texas Education Codes. <b>Strategy's Expected Result/Impact:</b> Impact on student needs through a comprehensive developmental school counseling programs in order to organize resources to meet the priority needs of students through guidance lessons, responsive services, system support, and individual planning. <b>Staff Responsible for Monitoring:</b> Counselor, Administration, Minshew staff, District Administration	Formative		Summative
	Nov	Feb	June
Strategy 6 Details	Reviews		
<b>Strategy 6:</b> Minshew will have a Community in Schools Liaison bringing community resources directly into schools through embedding a trained local coordinator whose sole focus is helping connect students with additional supports to help them learn, advance in grade level and graduate. <b>Strategy's Expected Result/Impact:</b> Minshew's students and families are provided support to help them gain the needed resources. <b>Staff Responsible for Monitoring:</b> CIS, Counselor, Minshew parents, Minshew staff and students, Administration	Formative		Summative
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** We will implement data systems and monitoring practices to ensure student growth and continuous improvement in district performance.





Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Teachers will deepen learning of the professional learning community cycle and continue to develop skills using the established collaborative processes, structures, and norms. <b>Strategy's Expected Result/Impact:</b> Minshew's Professional Learning Community will focus on student learning for all and student outcomes.  Collaborative team goals, norms, agendas/minutes, surveys, collaborative team schedule, data protocols, and the 4 PLC Critical Questions. <b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach, Team Leaders, Minshew's staff, Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Teachers will utilize MISD's Collaborative Lesson Design Structure and the Collaborative Team Cycle to design for student learning needs. Teachers will collaborate around the 4 PLC questions. <b>Strategy's Expected Result/Impact:</b> Minshew's Professional Learning Community will focus on student growth and learning for all while monitoring results in order to adjust instruction.  Use of TEKS/standards, SMART goals, data analysis protocols, intervention and enrichment plans, common formative assessments, collaborative team norms/goals/agendas/minutes, etc. <b>Staff Responsible for Monitoring:</b> Minshew's staff, Grade Level Teams, Instructional Coach, Library Media Specialist, Administration	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Teachers will use the Multi-Tiered System of Supports (MTSS) protocols and process to accurately identify students needing interventions, collaboration on student needs, and designing interventions based on individual students to increase student achievement. <b>Strategy's Expected Result/Impact:</b> Individual student growth based on needs and interventions progress.  MTSS data, MTSS Intervention logs, student MTSS goal progress, student achievement data, MTSS agenda and minutes, MAP growth from BOY to MOY to EOY and growth on STAAR. <b>Staff Responsible for Monitoring:</b> Minshew's teachers, Administration, MTSS Coordinator	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Minshew's will improve attendance rates to 97% by May of 2024. <b>Strategy's Expected Result/Impact:</b> Increase in attendance will increase student achievement; monitoring monthly attendance reports. <b>Staff Responsible for Monitoring:</b> Administrators, Minshew's Registrar, and Minshew's staff		Formative		Summative
		Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 2:** MISD will ensure a guaranteed and viable curriculum to support teachers in providing high quality learning experiences and improve student learning outcomes.

**Evaluation Data Sources:** Minshew will use MISD Instructional Frameworks, MISD Comprehensive Vocabulary identified tier 3 content vocabulary, data analysis protocols, intervention and enrichment plans, common formative assessment data, corrective instruction action planning protocols, and development of proficiency scales.





Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Minshew will implement the academic and cognitive vocabulary instructional plan and monitoring tools embedded in curriculum resource documents that are aligned with High Reliability Schools Level III. <b>Strategy's Expected Result/Impact:</b> Vocabulary instruction will provide essential background knowledge to students resulting in an increase of academic achievement. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Library Media Specialist, Minshew staff	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Minshew will work to achieve High Reliability Schools Level III certification. <b>Strategy's Expected Result/Impact:</b> Improving student learning outcomes and growth by continually monitoring curriculum, instruction, and assessment alignment - with a focus on a guaranteed & viable curriculum. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Library Media Specialist, Minshew staff	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Minshew will ensure implementation of the McKinney ISD Model of Instruction in each classroom. <b>Strategy's Expected Result/Impact:</b> TTESS observations, walkthrough observations along with the implementation data on the MISD Model of Instruction will guide professional learning. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Minshew staff, Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
<b>Strategy 4:</b> Teachers will implement daily COLT Time to support data-driven small group instruction that targets specific skill areas that support proficiency/enrichment in math and reading. <b>Strategy's Expected Result/Impact:</b> Individual student growth and academic achievement based on individual student need. <b>Staff Responsible for Monitoring:</b> Minshew staff, Instructional Coach, Administration, Library Media Specialist, Counselor	Formative		Summative
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 3:** Design and implement a systematic approach to professional learning that addresses support at all levels of the organization and provides real-time, relevant learning to improve teaching and student learning outcomes.

**Evaluation Data Sources:** Minshew will use formal and informal observation data, student achievement data at beginning, middle, and end of year, and ongoing collaboration outcomes to create job embedded professional learning for staff.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Collaborative grade level team meetings will be held each week to promote a focus on learning for all: collaboration of standards, instructional strategies, data analysis, lesson design, and a commitment for continuous improvement. <b>Strategy's Expected Result/Impact:</b> Minshew staff will engage in ongoing collaboration, job embedded professional learning and collegial conversations to achieve better results for all students. <b>Staff Responsible for Monitoring:</b> Minshew staff, Grade level teams, Instructional Coach, Library Media Specialist, Special Ed teachers, Administration	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Vertical teams will identify and collaborate on the vertical needs for student learning and the function of the school based on data outcomes. <b>Strategy's Expected Result/Impact:</b> Implementation of effective practices based on vertical team outcomes and student achievement data.  Meeting agendas/minutes, student achievement data, and vertical team outcomes. <b>Staff Responsible for Monitoring:</b> Minshew staff, Administrators, Instructional Coach, Vertical Teams, Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Minshew Power teams will identify and collaborate on the vertical needs for student learning and the function of the school based on data outcomes. <b>Strategy's Expected Result/Impact:</b> Implementation of effective practices based on everyday outcomes and student achievement data.  Meeting agendas/minutes, student achievement data, and vertical team outcomes. <b>Staff Responsible for Monitoring:</b> Minshew staff, Administrators, Instructional Coach, Power Teams, Library Media Specialist	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
<b>Strategy 4:</b> Minshew will engage in professional learning designed to utilize best practices for effective instruction in the classroom. <b>Strategy's Expected Result/Impact:</b> Increase in effective instructional strategies to ensure an increase in student achievement data. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Library Media Specialist, Curriculum Coordinators, Minshew staff		Formative		Summative
		Nov	Feb	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

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

**Performance Objective 4:** Minshew will provide innovative learning opportunities for diverse learners that engage students in rigorous and relevant educational experiences.

**Evaluation Data Sources:** Evidence of effective program use in online collaborative learning.


Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Minshew's staff will utilize digital platforms such as Canvas, Google Apps for Education, SeeSaw and other resources as collaborative learning tools. Implementation of instructional technology to promote digital citizenship and provide student learning opportunities in a blended digital learning environment.  <b>Strategy's Expected Result/Impact:</b> Student producers of technology tools for communicating and learning. Implement digital platforms where staff and students show mastery of digital fluency to support learning. <b>Staff Responsible for Monitoring:</b> Library Media Specialist, Innovation Team, Minshew's, Administration, Instructional Coach, District Instructional Technology Coordinators	Formative		Summative	
	Nov	Feb	June	

0%


No Progress

100%

Accomplished



Continue/Modify



Discontinue



**Goal 3:** Minshew will continue to recruit, recognize, develop, and retain high-quality and effective staff.

**Performance Objective 1:** Minshew will recruit, select, place, mentor and retain highly effective teachers and staff.





**Evaluation Data Sources:** Minshew will use recruiting and retention data, staff interest surveys, and mentor/mentee program framework and meeting outcomes.

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Minshew will implement a mentor/mentee program for new hires. <b>Strategy's Expected Result/Impact:</b> Minshew will increase support for new staff as well as retaining new teachers. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coach, Teacher Mentors, Minshew's New Teachers		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 4:** Minshew will intentionally focus on maintaining a culture that is inclusive of students, staff, and community.

**Performance Objective 1:** Minshew will offer both parent and student opportunities for involvement in the school community.





**Evaluation Data Sources:** Minshew will partner with students, parents, and the community by providing opportunities that promote involvement in various aspects of the school learning environment. Program schedules, student participation data, parent participation data, sign in sheets, handouts, and newsletters will be used to evaluate involvement success.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Minshew will promote the following family involvement opportunities: PTA, Meet the Teacher, PTA Carnival, Bike Rodeo, Open House, STEAM Night, Game Night, Field Day, PTA Reading Fundraiser, field trips, Dad's Crew, volunteer opportunities on campus, Grandparent/Grand-Friend lunches, Theme Dress Up Days, Kinder and 5th grade end of year celebrations, and parent conferences, etc. <b>Strategy's Expected Result/Impact:</b> Promote a partnership with families while enriching the students' learning experiences. <b>Staff Responsible for Monitoring:</b> Administration, Minshew staff, Library Media Specialist, Counselor, Nurse, PTA	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Minshew will provide the following student program opportunities: News Crew, Safety Patrol, Student Council, PALS, RST, monthly guidance lessons, and Positive Behavioral Interventions and Supports incentives and recognition. <b>Strategy's Expected Result/Impact:</b> Minshew will promote a positive culture centered around students that promotes student involvement and leadership. <b>Staff Responsible for Monitoring:</b> Positive Behavior Intervention and Supports (PBIS) Team, Minshew staff, Counselor, Administration, Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
<b>Strategy 3:</b> Minshew will provide opportunities for the school community to be representatives and participate on campus and district committees- Site-Based Decision Making Committee, Strategic Planning, and McKinney CAN. <b>Strategy's Expected Result/Impact:</b> Partnership with school community to involve all stakeholders. <b>Staff Responsible for Monitoring:</b> Administration, Minshew Representatives, District Administration	Formative		Summative
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Communication and collaboration with the learning community through the use of newsletters, social networks and digital media to involve students, parents, and community.

**Evaluation Data Sources:** Minshew staff will use multiple forms of media to communicate with parents, students, and the community.

Strategy 1 Details	Reviews		
<b>Strategy 1:</b> Minshew staff will model and guide students' learning of good digital citizenship by being ethical, respectful and safe using digital tools and resources. Classroom teachers, Library Media Specialist, and Counselor will instruct students on Digital Citizenship, Cyber Safety, the MISD Acceptable Use Policy, and how to appropriately use social networking technologies to increase collaboration with the learning community. <b>Strategy's Expected Result/Impact:</b> Minshew's learning community demonstrates knowledge of and interacts with technology in a safe and productive way. <b>Staff Responsible for Monitoring:</b> Teachers, Library Media Specialist, Administration, Counselor, and Central Office communication teams.	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
<b>Strategy 2:</b> Minshew staff will maintain communication through various digital platforms, Canvas and SeeSaw, Remind with all Minshew stakeholders. <b>Strategy's Expected Result/Impact:</b> Increase transparent communication and collaboration opportunities with students, parents, and staff. <b>Staff Responsible for Monitoring:</b> Teachers, Administration, Library Media Specialist	Formative		Summative
	Nov	Feb	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

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

**Performance Objective 1:** Minshew will follow all budget processes and carefully consider purchases in order to support academic achievement, safety, and other initiatives to support the campus.

**Evaluation Data Sources:** Budget overview of overall expenditures

Strategy 1 Details		Reviews		
<b>Strategy 1:</b> Minshew will adhere to the McKinney ISD budget policies and approved vendors. <b>Strategy's Expected Result/Impact:</b> Minshew will be in compliance with MISD budget timelines and processes. <b>Staff Responsible for Monitoring:</b> Administration, Minshew's Office Manager, Minshew's teachers, MISD Business Department		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>				