

**McKinney Independent School District**  
**Minshe Elementary**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

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

# Vision

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

# Core Beliefs

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

Positive school culture and a safe environment foster growth.

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

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

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Minshew's demographic data reflects a diverse learning population with an enrollment of over 670 students. Our demographic data includes:

White: 64%

African American: 25%

Hispanic: 20%

Asian: 9%

American Indian/Alaska Nativ: 3%

Native Hawaiian/Pacific Islander: .29%

Economically Disadvantaged: 19%

English Language Learners: 7%

Special Education: 10.0%

504: 10%

Gifted and Talented: 14%

At Risk: 16%

Mobility rate: 8%

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 have help through the McKinney ISD general education dyslexia program. Specially designed instruction will be provided for students meeting special education criterion. Minshew has two self-contained units on our campus. The Structured Teach Classroom provides support to students with social skills, behavior, and communication needs. Minshew utilizes Response to Intervention to help students in need of tiered support for academics and behavior.

### **Demographics Strengths**

Minshew serves a diverse population that reflects society. Students have an opportunity to learn from and teach others about their backgrounds. We pride ourselves on our annual PTA Culture Night that highlights cultures represented in our school. Minshew PTAs hard work and dedication to celebrate the many cultures of Minshew was noticed by our McKinney community. As a result of these efforts, The McKinney ISD Council of PTA's awarded our Minshew PTA with the Outstanding Local PTA of the Year Award.

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 the educational opportunities of 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, K-2 Developmental Reading Assessment (DRA), Istation, 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.

### Minshew's 2017-2018 STAAR Data:

#### Reading

3rd Grade- 85% Approaches, 55% Meets, 34% Masters  
4th Grade- 84% Approaches, 64% Meets, 31% Masters  
5th Grade-87% Approaches, 71% Meets, 30% Masters

#### Math

3rd Grade- 85% Approaches, 79% Meets, 40% Masters  
4th Grade- 92% Approaches, 74% Meet, 51% Masters  
5th Grade- 85% Approaches, 60% Meets, 39% Masters

#### Writing

4th Grade- 72% Approaches, 49% Meets, 9% Masters

#### Science

5th Grade- 80% Approaches, 42% Meets, 23% Masters

### Minshew's Spring 2017-2018 Measures of Academic Progress Data

	Math:Met or Exceeded Growth Target	Reading:Met or Exceeded Growth Target
Kinder	73%	NA
1st	68%	NA
2nd	51%	58%

3rd	50%	46%
4th	43%	45%
5th	46%	58%
5th Grade Science		61%

### **Minshew's End of Year DRA Expectations**

Kindergarten = DRA 3-4, 60% on level

First Grade = DRA 16-18, 79% on level

Second Grade = DRA 28-30, 81% on level

### **Minshew's Overall Istation data:**

Tier 1= Above the 40th percentile 76%

Tier 2 = 21st - 40th percentile 11%

Tier 3 = 0-20th percentile (with 0-10% recognized as “critical intervention”) 11%

### **Student Achievement Strengths**

Minshew met standard on student achievement, student progress, and closing performance gap according to Texas Education Agency's 2018 Accountability Summary. Our Mathematics STAAR report shows an area strength.

# School Culture and Climate

## School Culture and Climate Summary

Minshew will provide opportunities for all students to become respectful, responsible citizens. Minshew teachers and staff collaborate closely to create a culture of high expectations where all students feel safe and valued. Our focus on maintaining a safe and collaborative culture will remain strong. 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 common areas. Our Minshew Agreements are rooted in deep history and continue to be words we recite and carry in our daily mindset. Promoting character building and perseverance is important at Minshew. Staff and students will continue to foster a growth mindset and grit in order to challenge ourselves and improve. Minshew will focus on kindness with our MISD Live Kind Initiative. We will utilize social media as a means to provide the community with a look into every day happenings on Minshew's campus.

## School Culture and Climate Strengths

Minshew focuses on character as part of our daily announcements and guidance lessons. Our students and PTA give back to the community through service projects. Our theme is MinshewGRIT2Great, we will continue of work on Growth Mindset, Responsibility, Integrity, and Thoughtfulness as we pursue greatness.

Parent Organizations: PTA and Dad's Crew

Student Organizations and Groups: Kolt Morning News Crew, Book Club, Techsperts, Character Crew, Running/Walking Club, Safety Patrol, Music Makers, Honors Choir, Student Council, Safety Patrol, Green Team, and Chess Club

Annual Events and Activities: Boosterthon Fun Run, Art Night, Math Night, Preschool Story Time, STEM Night, Donuts with Dad or Special Guest, Muffins with Mom or Special Guest, Grandparents' Lunch, Thanksgiving Feast, Colt Roundups, PTA Carnival, Classroom Celebrations, Field Day, Celebration in the Park, Meet the Teacher Night, Minshew Spelling Bee, Teacher/5th Grade Kickball Game, Family Dance, Volunteer Appreciation Luncheon, Veteran's Day Celebration, and Talent Show

Awards: 2017-2018 TEPSA Student Leadership Award and 2017-2018 Outstanding Local PTA of the Year

Parent Communication: Facebook, emails, weekly folders, electronic newsletters, and Twitter

Collaboration: Professional Learning Communities, PTA, Response to Intervention, School Health Advisory Council (SHAC), MERT and Crisis Team



# **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 TEKS. Professional Learning Communities work collaboratively to produce quality instruction, interventions, and enrichment for our Minshew Colts.

Administration utilizes the following to monitor staff and assist staff: walkthroughs, mentoring, data review meetings, review of IEP plans, review of TELPAS 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 they do. If a person does not commit to this he/she stands out and administration works with these individuals. We work to motivate the staff and stretch our learning to enhance the educational experience for everyone. We have a school that was founded on Tribes principles and the sense of community is felt when you walk through the school. Minshew staff has the autonomy to do what is best for students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Administrators meet with teams and individuals to discuss curriculum updates. Administrators and curriculum coordinators work together 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 will 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, DRA, formative and summative data to guide instruction. Teachers have worked this year to build in more time for data talks and participate in Professional Learning Communities (PLCs), Vertical Teams, and Project Based Learning (PBL) design teams. Several Minshew teachers are involved in curriculum writing for McKinney ISD.

# 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 constant contact to educate and inform parents. A volunteer orientation is conducted to provide guidelines and ways to volunteer at the school.

## Parent and Community Engagement Strengths

Our PTA and volunteers are a strong resource for our campus. Our staff does a great job of bridging the school/home gap. School events such as: Math Night, Culture Night, Art Night, School Dance and School Carnival are well attended. Administration also hosts a preschool story time for our future Colts to become familiar with their school. 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.

# School Context and Organization

## School Context and Organization Summary

Minshew is a wonderful school named after Mr. and Mrs. Gary Minshew. Mr. Minshew served 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 HS for 26 years and served as a sponsor for many organizations. The Minshew's enjoy visiting and Mr. Minshew has read in many of our classrooms. 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 is beginning its 14th year. Minshew consists of 36 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, RtI Committee, SHAC Committee, MERT Team, Diabetic Team, Vertical Teams, Administrative Team, Grade Level Team Leaders, and Professional Learning Communities

# Technology

## Technology Summary

Minshew 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.

Our classrooms are equipped with 4 Mac Mini desktop computers for student use and a Smartboard with connect Mac Mini and document camera. Grades 2-5 have laptop carts of Macbook Air computers for daily student use. Grades K-1 have 9 iPads in each class. Each teacher has a Macbook laptop, iPads and wireless access for use at school and at home. Additional sets of 191 ipads are circulated through grades 2-5 as needed. Technology is integrated at all levels of learning when relevant and possible.

Teachers use iPad technology including and tools of learning of learning apps. District-funded programs and databases including Istation, Discovery Education, Texshare databases, Gale Virtual Library, PebbleGo and Brainpop.

Technology support is available for teachers through professional development offered through the district at summer learning conferences and school-year 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. Teachers plan instruction and evaluate data through digital platforms Aware and Forethought.

## 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. 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.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

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

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1: Safe and Collaborative Culture: We will ensure a safe and collaborative learning environment, where all staff, students, and visitors will feel physically and emotionally safe and communication will be open among all stakeholders.**


**Performance Objective 1:** Staff will implement Year 1 Positive Behavioral Interventions and Supports in common areas.

**Evaluation Data Source(s) 1:** Monthly count and analysis of GRIT Tickets, discipline data, and observation notes regarding common areas expectations

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PBIS Team will meet quarterly to discuss areas of strengths and areas of need and create school wide PBIS matrix.	Instructional Coach PBIS Team Principal Assistant Principal Counselor	PBIS agenda and notes PBIS google folder development of PBIS handbook school wide PBIS matrix (GRIT) posted throughout the building				
2) Staff will participate professional development on PBIS and implement strategies learned.	Instructional Coach Principal Assistant Principal PBIS Team Counselor	training slide shows professional development sign-in sheet PBIS videos				
3) Staff will discuss and develop teacher and student expectations in common areas.	Staff Instructional Coach Principal Assistant Principal Counselor PBIS Team	grade level and common area student expectation notes expectations posted in common areas and in PBIS google folder				
4) Staff will teach and monitor expected expectations.	Staff Instructional Coach Principal Assistant Principal Counselor PBIS Team	student and teacher expectation lesson and notes walkthroughs				



5) Staff will reteach and reinforce expectations as needed.	Staff Instructional Coach Principal Assistant Principal Counselor PBIS Team	GRIT tickets student and teacher expectation lesson and notes walkthroughs				
---	--	--	--	--	--	--




 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







**Goal 1: Safe and Collaborative Culture:** We will ensure a safe and collaborative learning environment, where all staff, students, and visitors will feel physically and emotionally safe and communication will be open among all stakeholders.










**Performance Objective 2:** Minshew will implement the Live Kind initiative

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create Kindness Champions Committee	Counselor Principal Assistant Principal	*Use students from Character/Kindness Crew Meet during 5th grade lunch  *Send home parent letter in September to form committee with meeting dates Oct Nov Jan Feb March April				
2) Implement CASES lessons	Staff Counselor Principal Assistant Principal	Teachers deliver monthly lessons				
3) Pursue Active Parent Engagement	Counselor Principal Assistant Principal	*Communicate about Live Kind at the beginning of the years to parents via newsletter  *Monthly live kind activities included in newsletter  *Get parents involved at home by issuing kindness challenges, home kindness scavenger hunts on social media  *Include parents in community service projects				

4) Use intentional strategies to include students who seem disconnected	Counselor Principal Assistant Principal Staff	*Teachers refer students to a friendship group  *Buddy bench  *Mix it up lunches once a 9 weeks *Meet with new students once a 9 weeks (after announcements have new students come down)  *All new students are assigned a buddy by homeroom teacher				
5) Promote Kindness among staff	Counselor Principal Assistant Principal Staff	*Staff appreciation in Minshew Memo  *Put up kindness posters in lounge, restrooms  *Staff recognition award at Round Up  *Put a staff shout out board up in Lounge  *Monthly staff appreciation from ATeam  *Team Building 2x a year				
6) Incorporate Social Media	Staff Counselor Principal Assistant Principal	*Daily tweets/posts highlighting Live Kind (kindness quotes, students and staff incorporating Live Kind  *Teaching CASES lessons) MUST USE THE HASHTAG #MISDLivesKind #MinshewLivesKind				
7) Boost School Wide Awareness	Staff Counselor Principal Assistant Principal	*Kindness Signs and Banners are displayed in front office, cafeteria, restrooms, gym and 70% of the hallways  *Kindness tips are on announcements 3x a week  *Each classroom has visuals/posters of CASES lessons  *School Newsletter has designated Kindness Korner (with logo) in each issue				
8) Celebrate acts of Kindness	Counselor Staff Principal Assistant Principal	*Positive Office Referrals  *Track acts of kindness across grade level (Different each month-start with Confetti Bulletin Board)  *Monthly Kind Colt Award on announcements  *A team collects data on acts of kindness vs discipline data				

9) Participate in community service	Counselor Principal Assistant Principal Stu Co sponsors	Monthly Live Kind Community Service (Work with St Co to create a calendar)				
10) Cultivate Relationships through Positive Behavior supports	Counselor Principal Assistant Principal PBIS Team Staff	*Kindness verbally reinforced by teachers and staff  *PBIS in common areas  *PLC's strategies for relationship building are a standing agenda item  *Refresher on Live Kind model implementation at each staff meeting  *Relational practices are added to walkthroughs and instructional rounds document				
11) Integrate Kindness into Learning Activities	Counselor Principal Assistant Principal Staff Kindness Vertical Team	*Kindness Vertical Team  *Teachers use communication platforms to share kindness quotes  *Kindness Vertical team create short monthly extension activities and submit them to be shared with others in the district  *Weekly kindness writing journals are incorporated into the curriculum  *Vertical team discusses CASES lessons skills and scaffold into lessons or community circles as appropriate for the content area				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

**Goal 1: Safe and Collaborative Culture:** We will ensure a safe and collaborative learning environment, where all staff, students, and visitors will feel physically and emotionally safe and communication will be open among all stakeholders.

**Performance Objective 3:** We will provide timely school wide, grade level, and teacher communication to our stakeholders.

**Evaluation Data Source(s) 3:** Feedback from parents and the community will demonstrate parents and the community members are clear about procedures, guidelines, school activities and student performance. Parent and community involvement will be measured through attendance at events such as: conferences, curriculum events, PTA event and volunteers on campus.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Administration will communicate school wide communication through school messenger, parent coffee, posts on Minshew social media outlets and digital marquee.	Principal Assistant Principal Secretary Media Resource Specialist	school messenger messages parent coffee slide show Facebook and twitter posts digital marquee messages PTA Red Newsletter				
2) Staff will build the school/home connection through communication.	Principal Assistant Principal Staff	weekly emails individual and/or team newsletters staff social media parent/teacher conferences notes and sign in sheets daily or weekly folders				

= Accomplished  
 = Continue/Modify  
 = Considerable  
 = Some Progress  
 = No Progress  
 = Discontinue

## Goal 2:

### Effective Instruction and Learning in Every Classroom: We will develop and implement effective teaching strategies and learning practices in every classroom that staff and students grow.

**Performance Objective 1:** All staff members will collaborate with colleagues and administration and, as well as, conduct and attend professional development to enhance teaching and learning. Minshew will produce lagging artifacts for HRS Level 2 certification.

**Evaluation Data Source(s) 1:** Student data, Teacher T-TESS goals and artifacts, Principal T-PESS goals and artifacts  
HRS Level 2 information, Professional Development

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) A-Team will attend training on HRS Level 2 and turn training around to Minshew staff.	Principal Assistant Principal Instructional Coach Media Resource Specialist	HRS Level 2 professional development professional development slide shows and agendas evidence of professional development				
2) Staff will create, implement, and analyze T-TESS and P-TESS goals that focus on instruction and growth.	Principal Assistant Principal Staff	T-TESS/T-PESS goals and artifacts				
3) Staff will participate in effective instruction professional development.	Principal Assistant Principal Instructional Coach	professional development slide shows and agendas				
4) Teachers will differentiate to meet the need of their students. Balanced literacy model, guided reading Math workshops Science stations daily Social Studies instruction	Principal Assistant Principal IC Teachers	differentiated instruction and work evidence of Balanced Literacy, math workshops, stations, lesson plans, increase in data for all students.				
5) All staff will be coached.	Staff	improved and new practices ineffective behaviors will be replaced				
6) Teachers will participate in Professional Learning Communities with effective loose and tight components.	Principal Assistant Principal Instructional Coach Media Resource Specialist	PLC mission, vision, commitments and norms, agenda/meeting notes team PLC google folders				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 2:**

Effective Instruction and Learning in Every Classroom: We will develop and implement effective teaching strategies and learning practices in every classroom that staff and students grow.

**Performance Objective 2:** Minshew staff will utilize the McKinney ISD Model of Instruction (MOI) to enhance teaching and learning.

**Evaluation Data Source(s) 2:** MISD Model of Instruction, Minshew 1 pagers for Planning, Instruction, and classroom culture and environment

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Minshew staff will analyze MISD Model of Instruction and create a 1 pager of planning, instruction, and classroom culture and environment.	Staff Principal Assistant Principal Instructional Coach	Model of Instruction posted in rooms. professional development slides and sign in sheet				
2) MISD and Minshew Model of Instruction components will be implemented in the classroom.	Principal Assistant Principal Staff	T-TESS and SLO goals walkthroughs observations				
= Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue						