

McKinney Independent School District

Finch 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

Perceptions

Perceptions Summary

It is our mission and vision to prepare our students to be critical thinkers and have a growth mindset so they can be life long learners. It is our mission to educate parents, the community and our students to believe this mission is possible and will help them be successful in the future.

Our students are the WHY behind our purpose. All decisions made are based on what is best for kids.

Priority Problem Statements

Goals





Goal 1: Teaching and Learning By Design: Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: All Finch students will make successful growth by achieving expected progress and levels in reading, writing, math and science by June 2022.

High Priority

Evaluation Data Sources: Multiple assessment measures, including STAAR, MAP, District Assessments, Common Formative Assessments, DRA, and MClass (K-2).

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers extended opportunities to plan targeted, engaging lessons and to create ongoing common formative assessments and rubrics. Resources such as Lead4ward Field Guide, Eduphoria resources in Forethought, and Marzano's High Yield Strategies will be used in the planning for all content areas. Technology will be integrated when possible.</p> <p>Strategy's Expected Result/Impact: Extended planning and design time provided at least three times per quarter by using waiver days, faculty meetings, creative scheduling and substitutes.</p> <p>Instructional/Academic Coaches and teachers design instruction and develop common formative assessments aligned to measure student progress on state standards as evidenced in lesson plans.</p> <p>Student performance on campus, district and state common formative assessments improves.</p> <p>Staff Responsible for Monitoring: Teachers, Academic and Instructional Coaches</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<p>Strategy 2: Maintain an ongoing protocol to analyze student assessment data including campus, district and state assessment results and use the information to develop grade level SMART Goals, plan instruction and develop targeted and timely intervention/extension plans for students.</p> <p>Strategy's Expected Result/Impact: "Data wall" is used to monitor student progress on multiple data points. Lesson plans consistently indicate use of data to drive small group instruction.</p> <p>Student data indicates ongoing progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal. Teachers, Academic and Instructional Coaches</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide coaching, modeling, formal and imbedded professional development, data analysis and collaborative planning by Academic and Instructional coaches in order to continue to build capacity in staff to meet the unique needs of all students.</p> <p>Strategy's Expected Result/Impact: Coaching logs</p> <p>Classroom instruction of coached staff members improves as evidenced through walkthroughs and T-TESS evidence.</p> <p>Staff Responsible for Monitoring: Academic and Instructional Coaches</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: Teaching and Learning By Design: Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Finch staff will continue to provide daily opportunities for all students to problem solve, think critically, and create in reading, writing, math and science during the 2022-2023 school year through collaborative team lesson designing that targets higher level thinking through differentiation.

High Priority

Evaluation Data Sources: Student performance on district and state assessments and the number of students referred and qualifying for GT placement increases.





Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will use campus data to analyze student progress in all core subject areas and create targeted intervention/enrichment to support all levels of student learning.</p> <p>Strategy's Expected Result/Impact: Student will show growth when informally or formally assessed.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, admin</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Teaching and Learning By Design: Finch will engage all students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: Assessment data of students identified as English Learners will increase in academic performance on all formal assessments. Teachers will design lessons that support language development for all students. Specific language objectives will be written, posted and assessed for student improvement in the 4 TELPAS domains.

High Priority

Evaluation Data Sources: Multiple assessment measures, including STAAR, MAP, District Assessments, DRA, TELPAS; indicate ongoing progress in closing the achievement gap.





Strategy 1 Details	Reviews			
<p>Strategy 1: Use multiple assessment measures routinely during LPAC for classroom decision-making, both for district and state requirements, for accommodation, and for specific program goals.</p> <p>Strategy's Expected Result/Impact: LPAC minutes indicate use of TELPAS, LAS Links, STAAR, District Assessments and other assessment data for planning student programs and for making assessment and placement decisions.</p> <p>Staff Responsible for Monitoring: LPAC Chairperson and LPAC Committee, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Finch staff will implement the Dual Language One-Way model with fidelity in order to provide English Language Learners (ELL) the opportunity to transition to English while closing the achievement gap.</p> <p>Strategy's Expected Result/Impact: LEP students in K-5 will increase proficiency in English by at least one proficiency level as measured on TELPAS. LEP student achievement on district and state assessments will increase, thus decreasing the achievement gap.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide ongoing professional development activities to put into practice theories, strategies and skills that are the foundation of bilingual/ESL programs, and explicit connections are drawn to using learned techniques in classroom planning and instruction.</p> <p>Strategy's Expected Result/Impact: Walkthroughs indicate teacher implementation of techniques and ongoing evidence of increased learning as evidenced by student progress as measured on campus, district and state assessments.</p> <p>Staff Responsible for Monitoring: Bilingual Director, Bilingual and ESL Coordinators</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: Collaborative Culture: Finch will ensure the faculty, staff, students, parents and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 1: Finch will have processes and programs that result in an increase in student, staff and parent perceptions that Finch is a safe and orderly environment.

High Priority

Evaluation Data Sources: Home visits prior to the beginning of school, positive calls or contact with home about good behavior and positive office referrals will increase by 50% or more. Increased evidence of positive behavior in the hallway, cafeteria and at recess (utilize PBIS/Restorative practice strategies).





Strategy 1 Details	Reviews			
<p>Strategy 1: The Finch PBIS & Restorative Practices Committee (PBIS & RP), will lead the campus in Positive Behavior Intervention Supports (PBIS) using S.O.A.R.: Success, Ownership, Attentiveness, Responsibility as our character traits.</p> <p>Strategy's Expected Result/Impact: 100% of staff trained in PBIS</p> <p>Monthly reporting and analysis of student behavior during a faculty meeting.</p> <p>Posted information and expectations are evident around the school.</p> <p>Positive Office Referrals given to students to promote positive home-school communication.</p> <p>Staff Responsible for Monitoring: Assistant Principal and Finch PBIS & RP Committee, Finch Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide all Finch students the opportunities to participate in monthly classroom guidance lessons with the counselor based Positive Behavior Intervention Supports (PBIS). The counselor will also provide teachers with daily lessons to use during morning community circle.</p> <p>Strategy's Expected Result/Impact: Counselor's schedule and lesson plans document guidance lessons. Decrease in office referrals and bullying incidents Increase in positive office referrals</p> <p>Staff Responsible for Monitoring: Counselor and Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Collaborative Culture: Finch will ensure the faculty, staff, students, parents and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.

Performance Objective 2: To increase equity and diversity, Finch will provide opportunities for students, parents, guardians, and the community to be active participants in the Live Kind Initiative to help promote a safe and orderly environment at school as well as support emotional/social learning.

High Priority

Evaluation Data Sources: Sign-in sheets, volunteer logs, newsletters, home-school activities to bridge connection and promote kindness out into the community. End of the year kindness award to a 5th grade that has exhibited kind traits since Kinder at Finch. Monthly celebrations: Hispanic, Heritage month, Black History month, Learning Disabilities awareness.

Strategy 1 Details	Reviews			
<p>Strategy 1: Opportunities throughout the school year will take place to teach, promote and value differences in a positive way.</p> <p>Strategy's Expected Result/Impact: Community Circle lessons/Guidance lessons, monthly celebrations.</p> <p>Staff Responsible for Monitoring: Counselor, Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselor will support all students in social, emotional needs by having community circles be a safe place to discuss zones of regulations and strategies to use when feeling anxious, sad, angry.</p> <p>Strategy's Expected Result/Impact: Students will feel comfortable expressing their emotions and how to regulate them when needed.</p> <p>Staff Responsible for Monitoring: Counselor, classroom teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Parent and Community Involvement: Finch will engage our staff, students, parents and community to strengthen and grow collaborative partnerships.

Performance Objective 1: Finch will collaborate with parents to provide them with opportunities to visit the schools for events that promote family learning time.

High Priority

Evaluation Data Sources: Documentation to monitor family attendance in events such as Meet the Teacher Night, Specials Night, Open House, Math Night, STAAR information night.

Addendums

Campus Information

District Name	McKinney ISD	Campus Name	Finch EL	Superintendent	Rick McDaniel	Principal	Erika Echegaray
District Number	043907	Campus Number	043907102	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.	Erika Echegaray
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	An understanding of needed lesson plan components focusing on the "How" of the lesson and the "What". Full understanding of the depth of the TEK and how to teach it to the rigor intended. Teachers will then formulate formative assessment to assess the learning of the lesson.		Common Formative assessments (CFA) and formative assessment knowledge is not consistent from one grade level to another. Teachers need to plan for formative assessments and document on lesson plans. Teacher knowledge on analyzing the data and next steps is an area of focus and is inconsistent from grade level to grade level.
Desired Annual Outcome	Teacher lesson objectives are aligned to district curriculum and CFA's. Teachers will understand the difference between the "how" and the "what"		Teachers will understand the difference between CFA and formative assessments and use that data to plan effective Tier 1 instruction, intervention and enrichment lessons. PLC's will include time for data analysis led by team leads.
Barriers to Address During the Year	True collaboration when discussing and planning. Teachers being prepared and keeping up with the pace. Having new teachers to learn and understand the TEK's well enough to contribute to the planning in order to create quick assessments to monitor student understanding or mastery of the TEK taught.		Time management, personnel with dedicated time to implement intervention strategies, working understanding of the data analysis cycle at the grade level. We also need to consider the number of students in tier 2 and 3 and provide needed interventions.