McKinney Independent School District

McNeil Elementary

2023-2024 Improvement Plan

Board Approval Date: October 23, 2023
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Mission Statement

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

Vision

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McNeil Elementary is proud to serve a diverse population of 391 students in grades Kindergarten through Fifth Grade. We also serve two 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 34% White, 6% Asian, 15% Hispanic, 36% African American students, and 9% two or more races. The English Learner population is 6%; Special Education population is 19%; and the Economically Disadvantaged population is 55%. 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 2022-2023 STAAR data when planning for all students. Our campus rating has yet to be determined. Third grade Reading Approaches improved to 78%, up 11% from the previous year; Meets improved from 46 to 58%, Masters fell to 18%. Math scores across all grade levels showed decine as compared to reading. Third grade Math Approaches increased from 68 to 72%; Meets dropped to 26%; and Masters from 18 to 13%. Fourth grade Reading Approaches fell from 78 to 76%; Meets from 60 to 43%; and Masters from 29 to 15%. Fourth grade Math Approaches went from 67 to 50%; Meets from 41 to 30%; and Masters from 18 to 13%. Fifth grade Reading gains were Approaches from 85 to 86%; Meets went up from 52 to 58%; and Masters went from 32 to 30%. We saw huge gains Fifth grade Math results. Approaches went from 71 to 87%; Meets went from 36 to 56%; and Masters gained a bit from 27 to 28%. 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 saw gains in 5th graders for reading and math for the second year in a row.

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 third 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 partners provide support in many areas for our staff and students. In 2023-24, McNeil will continue to focus on HB3 Level 1--Safe and Secure Environment--and Level 2--Effective Instruction in

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 and our new learning with HRS Level III--a guaranteed and viable curriculum. 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 three 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 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

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 community block party to kick off the school year with our students, families, and community. We continued that this year with our third 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. We also hosted two Site Based Decision Making Committee meetings. This committee is made up of McNeil staff, administrators, community members, business partners, parents, and Central Office staff. We collaborated to share McNeil data, processes, successes, and areas of need. We examined current practices to evaluate their effectiveness and brainstormed new ideas to strengthen the campus.

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

School Context and Organization

School Context and Organization Summary

McNeil Elementary School is a Kindergarten through Fifth Grade school that serves 391 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. Two teachers and four 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. We also provide leadership opportunities for students through groups such as Kindness Crew and Announcements Crew.

McNeil's Administrative Team (A Team) meets weekly and is made up of the principal, two assistant principals, library media 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, special education teacher, and intervention 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 2023-2024 school year. We spent time during Academy reviewing McNeil's mission and vision. Even with the addition of new

Goal 1: McNeil Elementary will ensure the school is safe and secure.

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

Strategy 1 Details	Reviews		
Strategy 1: Plan a comprehensive school counseling program that conforms to the Texas Model.	Formative		Summative
Strategy's Expected Result/Impact: Office referrals and counselor visits will remain minimal, maximizing engagement and classroom time. Students will work through peer conflict in a respectful manner. Students will be recognized for their positive behavior (Mustang of the Month, classroom reward systems). Number of students receiving ILEAD tickets and Kindness recognitions will increase. **Staff Responsible for Monitoring:** Counselor and Staff	Nov	Feb	June

Strategy 2 Details	Reviews		
Strategy 2: Maintain partnerships with community organizations to meet specific student needs.	Formative		Summative
Strategy's Expected Result/Impact: Student needs are supported through partnership donations A positive staff culture and climate **Staff Responsible for Monitoring:** Principal and Counselor	Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Design professional learning around coordinated health and monitor campus implementation	Formative		Summative
Strategy's Expected Result/Impact: 100% of Staff Trained in Coordinated Health Procedures. SHAC meets quarterly **Staff Responsible for Monitoring:** SHAC (Student Health Advisory Committee)	Nov	Feb	June

Goal 2:

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 3: Continue campus assessment practices; administering formal/informal assessments, analyzing data, and using the data to guide instruction and intervention. **Strategy's Expected Result/Impact:** Discuss data and implementation of best instructional practices Teachers will be more aware of student strengths and weaknesses in order to plan for differentiated instruction and intervention Improve instruction and individual student supports Increased student achievement **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 4: Design instruction that supports the achievement of HRS Level III certification. **Strategy's Expected Result/Impact:** There are clear and measurable goals focused on critical needs to improve the overall student achievement of the school Data are analyzed, interpreted, and used to regularly monitor progress towards school achievement goals When data indicates interventions are needed, school and classroom programs and practices are put into place to support students' individual achievement goals **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 5: Ensure implementation of the MISD model of instruction. **Strategy's Expected Result/Impact:** Teachers are aware of the components of the MISD model of instruction Tier One Instruction includes the best practices that are outlined in the MISD model of instruction Student achievement reflects quality Tier One Instruction **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist			

No Progress Accomplished Continue/Modify Discontinue

Goal 2: McNeil will use data-driven 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 of all levels of the organization and provides real-time, relevant learning to improve teaching and student learning outcomes.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 1: Evaluate campus professional development needs through established practices (PLC's, Weekly Planning, Walk Through Data, Coaching Conversations). **Strategy's Expected Result/Impact:** Professional development targeted campus needs and the campus SLO goal Improvement in teaching practices An increase in student achievement **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Counselor, Library Media Specialist, and Instructional Leadership Team			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 2: Continue to collaborate in meetings that support teaching and learning (weekly plannings, PLCs, quarterly extended planning sessions, Administrative Team Meetings). **Strategy's Expected Result/Impact:** Improved Instructional Practices Increased student achievement **Staff Responsible for Monitoring:** Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist			

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: Provide innovative learning opportunities for diverse learners that engage students in rigorous and relevant educational

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

Performance Objective 1: Cultivate innovative on-boarding practices that support new employees and grow high quality staff.

Strategy 1 Details	Reviews
Strategy 1: Provide a comprehensive mentor/mentee program to support new staff members **Strategy's Expected Result/Impact:** New staff collaborates and builds relationships with their mentor and across the campus New staff feels supported and are confident in understanding and following school wide processes	

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

Performance Objective 2: Create and maintain a culture and climate where staff feels valued and supported.

Strategy 1 Details	Reviews
Strategy 1: Create a culture of professional support (ex: Extended Planning time, Professional Development, Instructional Coaching,	

Goal 4: McNeil will engage parents/guardians in their child's learning experience through training, partnerships and opportunities. McNeil will enhance our relationship with the community.

Performance Objective 1: Improve engagement and outreach connecting the community, parents, and staff to achieve McNeil Elementary's mission.

Strategy 1 Details	Reviews
Strategy 1: Provide parents, staff, students, and other stakeholders opportunities to participate in campus decision making processes. (ex: Site Based Decision Making Committee, Reconsideration Committee, Counselor Needs Assessment, LPAC, Quarterly Community Partner Meetings, Monthly PTO Meetings, etc.) **Strategy's Expected Result/Impact:**	

Goal 4: McNeil will engage parents/guardians in their child's learning experience through training, partnerships and opportunities. McNeil will enhance our relationship with the community.

Performance Objective 2: Host community events that connect families to McNeil and to each other and that strengthen the relationship between home and school.

Strategy 1 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 1: Partner with PTO to host social events that bring the community together (ex: Pony Pops Picnic, Fall Harvest Festival, Cocoa and Carols, Spring Dance, etc.) **Strategy's Expected Result/Impact:** Strengthened community relationships Parents feel welcome at McNeil			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 2: Provide opportunities to showcase student learning and connect parents with campus instruction (ex: Meet the Teacher, Kinder Sing, 1st Grade Musical, 4th Grade Texas Program, K-5 Game Changers Showcase/Open House, Choir performances, District Art Reception, etc.) **Strategy's Expected Result/Impact:** Parents feel informed about what students are learning Students have opportunities to showcase their learning			

No Progress Accomplished Continue/Modify Discontinue

Goal 5:

Goal 6:

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

Performance Objective 2: Utilize fundraisers and PTO and community partnerships to fund programs and resources that benefit students.

Strategy 1 Details	Reviews
Strategy 1: Conduct quarterly community partners meetings to evaluate and meet campus needs. **Strategy's Expected Result/Impact:** **Strauct pus s .**	
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