Table of Contents

Comprehensive Needs Assessment 5
- Demographics 5
- Student Achievement 5
- School Culture and Climate 9
- Staff Quality, Recruitment, and Retention 10
- Curriculum, Instruction, and Assessment 11
- Parent and Community Engagement 12
- School Context and Organization 13
- Technology 14

Goals 15
- Goal 1: Minshew will ensure the schools are safe and secure. 16
- 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.

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				

	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

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.

School Context and Organization

School Context and Organization Summary

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

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		
	Formative		Summative
	Nov	Feb	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Students demonstrate knowledge school-wide expectations (Minshew agreements, Minshew Essentials, and. C.O.L.T.S matrix) and is shown through their daily actions. Minshew essentials lessons, discipline documentation, school-wide matrix displayed in common areas and all classrooms, Dojo points given out, and community circles. **Staff Responsible for Monitoring:** Minshew's staff and students, Parents, PBIS Team, Administration, Counselor			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Minshew will observer a reduction in discipline referrals and a positive learning environment. We will utilize office referral data, Safety Response Protocols, and Attendance Data. **Staff Responsible for Monitoring:** PBIS Team, MTSS Team, Administration, Teachers, Counselor			

Strategy 3 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Minshew will interact and demonstrate acts of kindness, empathy, and acceptance as a whole learning community. **Staff Responsible for Monitoring:** Counselor, School Health Advisory Committee, Administration, CIS, StuCo, Minshew staff and students			

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Minshew staff and students, Counselor, Administration, PBIS Team, Parents			

Strategy 5 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 5: Minshew will have a comprehensive school counseling program (CSCP) in place that conforms to the Texas Model and the other relevant Texas Education Codes. **Strategy's Expected Result/Impact:** 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. **Staff Responsible for Monitoring:** Counselor, Administration, Minshew staff, District Administration			

Strategy 6 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 6: 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. **Strategy's Expected Result/Impact:** Minshew's students and families are provided support to help them gain the needed resources. **Staff Responsible for Monitoring:** CIS, Counselor, Minshew parents, Minshew staff and students, Adminstration			

No Progress

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:

Strategy 4 Details	Reviews
Strategy 4:	

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

Strategy 4 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 4: Minshew will engage in professional learning designed to utilize best practices for effective instruction in the classroom. **Strategy's Expected Result/Impact:** Increase in effective instructional strategies to ensure an increase in student achievement data. **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Library Media Specialist, Curriculum Coordinators, Minshew staff			

No Progress | Accomplished | Continue/Modify | Discontinue

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
Strategy 1:	

Goal 4:

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		
	Formative		Summative
	Nov	Feb	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Minshew's learning community demonstrates knowledge of and interacts with technology in a safe and productive way. **Staff Responsible for Monitoring:** Teachers, Library Media Specialist, Administration, Counselor, and Central Office communication teams.			

Strategy 2 Details	Reviews		
	Formative		Summative
	Nov	Feb	June
Strategy 2: Minshew staff will maintain communication through various digital platforms, Canvas and SeeSaw, Remind with all Minshew stakeholders. **Strategy's Expected Result/Impact:** Increase transparent communication and collaboration opportunities with students, parents, and staff. **Staff Responsible for Monitoring:** Teachers, Administration, Library Media Specialist			

No Progress | Accomplished | Continue/Modify | Discontinue

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.