

Georgetown Independent School District
Mccoy Elementary School
2022-2023 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCoy Elementary serves students ECSE-5th grade with a variety of special programs and services. As of 9/2/22, McCoy has 517 students with a 21% representation of economically disadvantaged students.

McCoys demographic by ethnicity is as follows:

White/Non-Hispanic	66%
Hispanic	23%
Black/African American	3%
Multi Race	4%
Asian/Pacific	3%
American Indian	0%

McCoy has a variety of specialized programs that serve apx 5% of the students in Special Education. On site we have a Behavioral Communications and Skills Classroom (BCS), Early Childhood Special Education for 3 and 4 yr olds (ECSE), and ____ (ILC).

According to the 21-22 PIEMS data, 20% of McCoy students were receiving Special Educaton services (including resource/iclusion, speech, related services, and any special program support).

Currently there are 3 studenst who are identified as Emergent Bilingual (EB) and are serviced through EB federal supports.

In the gifted and talented program, we have 27 5th graders receiving oathway 2 math and 20 additional students in grades K-4 receiving Gt services- this totals to a 8% of students receiving GT services during the school day.

Demographics Strengths

McCoy's strength lies in the demographic of special education. When looking into the percentages of students receiving special education, it is evident that all student's needs are identified and addressed. Another strength that is a product of having several specialized programs on our campus is the increased awareness and acceptance across the student body. It is expected to see collaboration between special education teachers and general educaion classroom teachers. With this increased need of collabrations, McCoy's culture of "All In" continues to be promoted and lived out daily.

Student Learning

Student Learning Summary

Below is a table showing the 2022 STAAR results for McCoy Elementary. Scores are reported in order of: Did not Meet, Approaches, Meets Grade level, Masters

Grade	Subject	DNM	App.	Meets	Masters
3rd	Rdg.	11%	89%	67%	43%
	Math	14%	86%	62%	36%
4th	Rdg.	13%	87%	67%	36%
	Math	15%	85%	60%	34%
5th	Rdg.	19%	81%	54%	28%
	Math	32%	68%	35%	18%
	Sci.	40%	60%	25%	8%

According to Spring 2022 Math MAP data, the following percentages were reported for students falling in the 61st percentile or higher:

K	60%
1st	69%
2nd	53%
3rd	67%
4th	74%
5th	52%

According to Spring 2022 Rdg MAP data, the following percentages were reported for student falling in the 61st percentile or higher:

3rd	53%
4th	74%
5th	54%

***Reason for only grades 3-5 being reported in Rdg MAP is due to K-2nd using a different assessment (mClass) for data collection and reporting purposes

Student Learning Strengths

Across all three STAAR Reading tested grade levels, reporting category #1, Understand and Analyze Informational Text, had a passing rate of 70% or higher. In grades 3 and 4, this reporting category had the highest percentage of passing with a 92% rate in 3rd grade and an 86% rate in 4th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2022, 5th grade students at McCoy had a 40 % rate of did not meet grade level standards in the Science STAAR.

Problem Statement 2: In 2022, across all tested STAAR Math grade levels, students performed the lowest in reporting category #4. This addresses the student's ability to understand and analyze personal finance

School Processes & Programs

School Processes & Programs Summary

At McCoy we have designed seamless structures within the campus to ensure student success is our end goal in all decisions.

McCoy's intervention team, LDC, and leadership team meet regularly to identify any campus wide needs/trainings that pertain to the district's curriculum, assessments, and programs. This allows us to design intentional times to provide support to all.

All staff have committed to help lead a student group and/or be on a committee that plans and lives out special events amongst the campus throughout the year. With these commitments, teachers and staff have ownership and a sense of "All In" to help increase our student/parent/community involvement. Examples of events are: poetry slams, art exhibits, Veterans day, wax museum, business fair, career day, etc...

Communication is a priority and ongoing goal of administration. Weekly parent communications go out with any district communications shared. Staff also receive a weekly communication that differs from the parent and community blast. This newsletter includes a section with a focus on the learner profile. Mass communication is kept to a minimum in hopes to show value to this weekly campus emails.

There are several extra curricular activities at McCoy that happen throughout the year. Honor Choir, UIL, Student Council, Paw Patrol and other clubs to promote student and staff opportunities for positive interactions and experiences.

Currently, we have a team who is pushing out a campus wide behavior MTSS system utilizing Emergent Tree programming, district coordinators, and campus wide trainings. Teachers are also encouraged and expected to award our scholars with "Paw"sitive referrals weekly to promote positive behaviors.

School Processes & Programs Strengths

McCoy has a very active parent and community base. As of September 6th, there have been over 140 volunteers entered into our volunteer data base. This includes community members who will be reading buddies, parents for school wide volunteering, and other community members who provide support to our staff and students.

Multiple opportunities for students to receive positive reinforcements, awards, and acknowledgments occur each month. Students are able to earn a Learner Profile bucks at any point of the day and are announced over the announcements each morning; these students are then filtered into a drawing for Bobcat of the Month for each grade level.

Perceptions

Perceptions Summary

McCoy is continuing the work in building a culture where we believe the whole student needs to be addressed to ensure success. Utilizing consistent communication, providing experiences to volunteer, and opportunities for feedback, the McCoy community will be perceived as a learning organization that is welcoming and student centered.

Based on the Student Experience Survey, McCoy students feel supported and ready to learn almost always. The average reported score is in the high range and is consistent across all categories. The reported on categories are:

Intrapersonal

Interpersonal

Cognitive

Environmental (learning environment)

Perceptions Strengths

Based on the SES results, we know that McCoy students are more than ready to learn, feel supported in their learning environment, and believe they have the inter/intra-personal skills to be a continuous learner. Our strengths identified are as follows:

Domain 2: INTERPERSONAL ITEMS & RESPONSES

#11 My classmates care about me. Our average was 2.23, the district average was 2.07

#16 An adult at this school cares about me. Our average was 2.75, the district average was 2.66

#18 At my school, we treat all people with respect, even if they are different in some way. Our average was 2.71, the district average was 2.67.

Domain 4: Environmental questions examine student experiences of classroom learning

#27 I feel comfortable in this school. Our average was 2.57, district average was 2.39

#32 At this school, kids are kind to each other. Our average was 2.15, district average was 1.93.

Domain 5: Instructional questions examine student experiences of classroom learning.

#33 I am able to read well. Our average was 2.56, district average was 2.47

#36 I am able to do math assignments. Our average was 2.64, district average was 2.49

#37 I understand enough so that I can do my own work. Our average was 2.43, District Average was 2.33





Priority Problem Statements

Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Using lessons designed with the learner profile as the focus, students will be able to speak to and demonstrate the learner profile in their daily routines. Strategy's Expected Result/Impact: On the Standards Based Report Card, students will see growth identified in the Learner profile attributes throughout the 4 grading periods. Staff Responsible for Monitoring: Classroom teachers	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Students will earn Learner Profile bucks when demonstrating skills that are directly linked to a specific learner profile. At the end of each month, two students from each grade level will be identified as Bobcat of the Month for that months Learner Profile Trait. The learner profile bucks are monitored through a google sheet (managed by the counselor). Strategy's Expected Result/Impact: Increased awareness and desire to demonstrate the Learner Profile throughout the students daily routines and school. Staff Responsible for Monitoring: Counselor- Mrs. McCoy Classroom teachers	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard





Strategy 1 Details	Reviews			
Strategy 1: Throughout the year, teachers will utilize district SEL lessons throughout the year. These lessons are provided from the school counselor, the SEL team, and SE survey results. Strategy's Expected Result/Impact: Based on the lessons and conversations, students will continue to grow in their self awareness regarding their personal social and emotional health. Staff Responsible for Monitoring: School Counselor- Hannah McCoy Classroom teachers- All grade levels	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Student data will be collected from the student SEL surveys and then reported on during bi-monthly student SEL PLCs. Strategy's Expected Result/Impact: During the SEL PLCs, teachers will mark each students SEL level on the data wall. This will allow the teachers to not only see a student's academic progress but also their Social and Emotional Health. Using this supplemental data, the whole child will be supported and specific interventions can be implemented. Student interventions will not solely be on SEL data, rather will be used as an information piece to help design a more personalized intervention for the student. Staff Responsible for Monitoring: Intervention team- Cathy Childs, Jodie Hoadley Administration- Emily Fraser, Morgan Oberrender Classroom teachers- All Grades Counselor- Hannah McCoy	Formative			Summative
	Dec	Mar	May	Aug
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

HB3 Goal

Evaluation Data Sources: 1. CCMR Data from the State and OnData Suite and 2. Eduphoria Workshop Attendance. 3. Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: McCoy will host an Elementary Career Fair in the Spring of 2023 to bring awareness to the many faucets of CCMR Strategy's Expected Result/Impact: Students will be able to speak to the different avenues of CCMR at an age appropriate level Staff Responsible for Monitoring: Career Fair Event Committee TEA Priorities: Connect high school to career and college	Formative			Summative
	Dec	Mar	May	Aug
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 4: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Interim STAAR, TFAR

Strategy 1 Details	Reviews			
Strategy 1: During PLCs, McCoy will have monthly data digs where teachers report on student progress. Ways of data being collected will be through TFAR, NWEA MAP, and other campus bought resources. Strategy's Expected Result/Impact: Teachers will be aware of where each student is to better design interventions based on current need Staff Responsible for Monitoring: Intervention Team Classroom teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the newly created "Look For" document during lesson designs and planning days as a grade level Strategy's Expected Result/Impact: Having a document that specifies the needed components of math talks, stations, and small groups- students will have more structured and intentional math instructional time during the day. Staff Responsible for Monitoring: Intervention Team Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: Utilizing a multi-tiered system of support, identify students in need of academic intervention in an ongoing basis to ensure all students receive appropriate academic interventions throughout the year. Strategy's Expected Result/Impact: Student's will increase in their math STAAR scores based on interventions targeted to reporting categories that have been identified as areas of need. Staff Responsible for Monitoring: Administration Intervention Team Classroom teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.





Performance Objective 5: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to AMPLIFY/mClass, STAAR, TFAR & Standard Based Teacher Assessments.

HB3 Goal

Evaluation Data Sources: AMPLIFY/mClass, STAAR, Skyward Standards Based Grades, TFAR, Interim STAAR

Strategy 1 Details	Reviews			
Strategy 1: During PLCs, McCoy will have monthly data digs where teachers report on student progress. Ways of data being collected will be through TFAR, AMPLIFY/mClass, and other campus bought resources. Strategy's Expected Result/Impact: Teachers will be aware of where each student is to better design interventions based on current need Staff Responsible for Monitoring: Intervention Team Administration Classroom teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: Teachers will use the newly created "Look For" document during lesson designs and planning days as a grade level Strategy's Expected Result/Impact: Having a document that specifies the needed components of Literacy stations, Independent reading time, teacher conferencing, and small groups- students will have more structured and intentional ELAR instructional time during the day. Staff Responsible for Monitoring: Intervention Team Administration Classroom Teachers TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details	Reviews			
Strategy 3: Utilizing a multi-tiered system of support, identify students in need of academic intervention in an ongoing basis to ensure all students receive appropriate academic interventions throughout the year. Strategy's Expected Result/Impact: Student's will increase in their Reading STAAR scores based on interventions targeted to reporting categories that have been identified as areas of need. TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
Strategy 4 Details	Reviews			
Strategy 4: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays. Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments. Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 6: McCoy students will demonstrate an understanding of the elementary Science standards as determined by the 5th grade Science STAAR in May 2023.

70% of grade 5 students will demonstrate passing standard on the STAAR assessment by August 2023.

Evaluation Data Sources: Interim STAAR, TFAR, Standards Based Grades





Strategy 1 Details		Reviews			
Strategy 1: Students will use both science labs throughout the year and increase their opportunities to experience hands on science labs and investigations. Usage will be monitored through observations, reflection sheets by teachers and students, and a monthly science lab schedule. Strategy's Expected Result/Impact: Students will increase the passing percentage in Science STAAR by 10%. Staff Responsible for Monitoring: LDC Administration Classroom teachers		Formative			Summative
		Dec	Mar	May	Aug
<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 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 7: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.





Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Community Meetings (PLCs) will be planned with intention to utilize time efficiently with all stakeholders. PLCs will be on a 1x monthly schedule of SEL, Schlechty Design qualities, and data digs based on district assessments</p> <p>Strategy's Expected Result/Impact: Students will have tailored intervention based on not only their academic needs, but their SEL needs as well.</p> <p>Staff Responsible for Monitoring: LDC Admin Classroom teacher Counselors</p>	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
<p>Strategy 2: On the first PLC of each month, Social and Emotional Learning (SEL) will be the focus. Those PLCs will also alternate monthly with the focus on Staff SEL and Student SEL.</p> <p>SEL and SES survey data will be used.</p> <p>During Student SEL PLCs, teachers will use the mood-meter data and SEL data to then report results on student data card that lives on the data wall.</p> <p>Strategy's Expected Result/Impact: Increased awareness of the connection between SEL, Learner profile. and a student's academic success. Weekly reflections will provide data to better personalize instruction to the students.</p> <p>Staff Responsible for Monitoring: Counselor LDC Admin Classroom Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Dec	Mar	May	Aug

Strategy 3 Details		Reviews			
Strategy 3: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes. Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker 1x a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. Staff Responsible for Monitoring: Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors		Formative			Summative
		Dec	Mar	May	Aug
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>					

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 8: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details	Reviews			
Strategy 1: Grade level teachers and the LDC will design Maker Space lessons based on grade level standards. The Lessons and activities will be across all content areas. Strategy's Expected Result/Impact: Using the Maker Space model and Space, students will show mastery in competencies. Mastery is shown in a variety of ways based on the student's talents and strengths. Staff Responsible for Monitoring: LDC Grade level teachers Librarian Admin	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.





Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

Evaluation Data Sources: Board Dashboard

Strategy 1 Details	Reviews			
Strategy 1: District Administration, Campus leadership team, Process Champions, and grade level leads will meet to familiarize themselves with the CBAS document. Strategy's Expected Result/Impact: Increased collaboration between district and campus leadership to support the initial steps of the CBAS document.	Formative			Summative
	Dec	Mar	May	Aug
<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 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.





Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings to be held between campus administration, parents, and community members will be held. Strategy's Expected Result/Impact: These monthly meetings will promote a positive line of communication and build strong relationships with all stakeholders. Through positive communication, parental and community engagement/involvement will increase. Staff Responsible for Monitoring: Emily Fraser staff and community members involved in conversations TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.





Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
Strategy 1: On a campus level, weekly meetings between office staff, LDC, and leadership team will be held to ensure all campus events and conversation items are discussed. Strategy's Expected Result/Impact: This will continue to build our learning organization as a whole. All stakeholders will have knowledge of daily events and have the information needed to communicate these items to anyone who inquires. Staff Responsible for Monitoring: Administration LDC Office Staff	Formative			Summative
	Dec	Mar	May	Aug
Strategy 2 Details	Reviews			
Strategy 2: A weekly staff newsletter will be sent out on Fridays to help keep all staff members up to date on any campus news, changes, upcoming events, etc. Strategy's Expected Result/Impact: To increase the communication between office and staff in hopes to build a seamless work flow and positive culture with the district's vision, mission, and beliefs as the focus Staff Responsible for Monitoring: Administration LDC Office Staff TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details	Reviews			
Strategy 1: Weekly, there will be intentional times set aside for learning opportunities as well as leadership opportunities amongst the school community. They are calendared as: 1st Wednesday- All Staff- learning opportunities 2nd Wednesday- Grade/Department team leads- Leadership opportunities 3rd Wednesday- Vertical Alignment Teams- Based on academic subjects 4th Wednesday- Event Committees- Opportunities for community and school family outreach Strategy's Expected Result/Impact: To build a strong culture where leadership, collaboration, and learning is our focus. Staff Responsible for Monitoring: All McCoy Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings between the Grade level/Department teams to discuss any needs and brainstorm to problem solve with all stakeholders perspectives and ideas. Strategy's Expected Result/Impact: Creating an "All In' culture where staff problem solve together. This allows the staff an opportunity to use their voice and choice in decisions that will directly impact the daily routines and procedures of the campus. Staff Responsible for Monitoring: Administration LDC Grade level Leads	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Strategy 1 Details	Reviews			
Strategy 1: Through campus wide clubs (such as Honor Choir, Sea Perch, UIL, DI, 5K, Art Club, Student Council) students are encouraged to live out the GISD mission and district work. McCoy teachers are expected to participate in at least one club to foster our culture of "all in". Strategy's Expected Result/Impact: Students will become leaders on campus and demonstrate skills learned in these settings Staff Responsible for Monitoring: All McCoy staff	Formative			Summative
	Dec	Mar	May	Aug
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details	Reviews			
Strategy 1: Through Maker Space, students will create products based on STEAM lessons created by our LDC, Librarian, teachers and Intervention team to show understanding and mastery of a skill/concept. Each teacher has a weekly time with a campus expectation of at least once in the first grading period and then at least monthly afterwards. Strategy's Expected Result/Impact: Students will have the opportunity to show mastery in a variety of ways that fit their personal learning style and talents. Staff Responsible for Monitoring: Administration LDC Interventionist Librarian Classroom teachers	Formative			Summative
	Dec	Mar	May	Aug
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				