

# Georgetown Independent School District

## Mccoy Elementary School

### 2020-2021 McCoy Campus Improvement Plan



# Mission Statement

Inspiring and empowering every learner to lead, grow and serve.

## Vision

Home of the most inspired students, served by the most empowered leaders.

## Core Beliefs

GISD Learner will

- Communicate, collaborates, and applies critical thinking.
- Creates and Innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perserveres.
- Develops self-knowledge and personal responsibility.
- Builds and models respectful relationships.

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# Goals

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

**Performance Objective 1:** Increase the quality of student engagement and attainment of the learner profile by personalizing instruction through professional learning systems and instructional feedback systems.

**Evaluation Data Sources:** Student and Parent feedback surveys.

<b>Strategy 1:</b> Creating and implementing peer leadership programs- Bobcat Buddies <b>Strategy's Expected Result/Impact:</b> Our scholars will develop a deeper understanding of our Learner Profile. <b>Staff Responsible for Monitoring:</b> Relationship Team	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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








**Performance Objective 1:** McCoy will engage with the community to tell our story.

**Evaluation Data Sources:** Interactions on social media pages, campus event flyers, and parent feedback through anonymous forums and Coffee with the Principals.

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

**Performance Objective 2:** We will establish digital portfolios to collect goals, data, and progress for each child.





**Evaluation Data Sources:** We will use feedback surveys to collect data on parent response to student experiences and student feedback on how tracking growth impacted their learning.

<b>Strategy 1:</b> Have all teachers utilize Seesaw in their classrooms to learning goals and progress. <b>Strategy's Expected Result/Impact:</b> Parents will receive timely feedback on student progress throughout the year. <b>Staff Responsible for Monitoring:</b> All Staff	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<b>Strategy 2:</b> Teachers will do goal setting with their students and students will monitor their progress towards their personal goals. <b>Strategy's Expected Result/Impact:</b> Students will take more ownership of their own learning and improve their scores. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Design Coach, and Interventionist.	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 1:** We will use data systems to inform our instruction related to whole child development (Learner Profile) and academic success.








**Evaluation Data Sources:** PLC agendas

<p><b>Strategy 1:</b> We will utilize the Leading Learning document and data walls that show how all students are growing. This will help us customize and target instruction for both remediation and extension opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth over time as well as an improvement in instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Learning Design Coach, Interventions, and classroom teachers.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** We will train our behavior staff and supporting general education teachers in Solid Roots.

**Evaluation Data Sources:** We will have a more informed staff equipped to collect functional behavioral data to utilize in decision making.

<p><b>Strategy 1:</b> Behavioral staff will meet one on one with teachers and train them on Daily Behavior Report cards and how to provide the feedback loop.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will master their behavioral goals within 36 instructional weeks due to constant feedback.</p> <p><b>Staff Responsible for Monitoring:</b> Behavioral teachers and General education teachers.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



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

**Performance Objective 3:** We will provide additional staff training in ELP's best practices.

**Evaluation Data Sources:** Increase in TELPAS Scores

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

**Performance Objective 1:** Increase the quality of campus culture and positive relationships through continuous culture building initiatives and relationship building systems.

**Evaluation Data Sources:** Social contracts, staff attendance at professional learning opportunities around design, project-based learning, and Capturing Kids Hearts.

# Addendums

# McCoy ES

Early Literacy Board Outcome Goal (DRAFT)														
The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 54% to xx% by August 2025.														
Yearly Target Goals														
2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)								
54%	COVID													xx%
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2019 (Baseline)	*	45%	56%	-	*	-	*	46%	31%	*	*	53%	55%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	*	48%	57%	-	*	-	*	49%	36%	*	*	55%	57%
	2022	*	51%	59%	-	*	-	*	52%	41%	*	*	57%	58%
	2023	*	55%	60%	-	*	-	*	56%	47%	*	*	59%	60%
	2024	*	59%	62%	-	*	-	*	59%	55%	*	*	61%	61%
	2025	*	63%	63%	-	*	-	*	63%	63%	*	*	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)														
The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 44% to 51% by August 2025.														
Yearly Target Goals														
2019 (Baseline)	2020	2021	2022	2023	2024	2025 (Target)								
44%	COVID	45%	47%	48%	50%									51%
Closing the Gaps Student Groups Yearly Targets														
		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
	2019 (Baseline)	*	29%	47%	-	*	-	*	50%	6%	*	*	45%	40%
	2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	*	34%	50%	-	*	-	*	52%	10%	*	*	48%	44%
	2022	*	40%	53%	-	*	-	*	55%	15%	*	*	51%	48%
	2023	*	46%	56%	-	*	-	*	57%	25%	*	*	55%	53%
	2024	*	54%	59%	-	*	-	*	60%	39%	*	*	59%	58%
	2025	*	63%	63%	-	*	-	*	63%	63%	*	*	63%	63%