

Georgetown Independent School District
Mccoy Elementary School
2018-2019 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.

Comprehensive Needs Assessment

Needs Assessment Overview

Who are the students? What percentages of students fall into each ethnic, socioeconomic, gender and special populations group? How have the demographics changed over the last 3-5 years?

Socioeconomic has decreased and leveled out.

LEP has decreased.

Hispanic has held steady.

SpEd has increased dramatically.

GT has remained constant.

What are attendance rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance?

Attendance: 3rd and 4th 6 weeks has decreased dramatically. Texas Day has been planned to help increase attendance in past years. Discussion of how to improve attendance on half days before Winter Holiday and Spring Break.

Teachers have not had the practice of calling if scholars are out more than 2 days in a row. Teachers could begin this practice

There will be a sign in the front window that will state previous days attendance and tardy percentages. Fun activities for Fridays to promote attendance.

How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Why? Which groups met satisfactory performance? Why? Is there a significant difference between the performances of different student groups? Why?

Eco Dis, hispanic, students of multiple races performed lower than their counterparts. Most assessment levels were constant. 4th grade reading and writing decreased in spite of supports that were put in place.

Which student groups did not meet growth expectations? Why? Which groups met growth expectations? Why? Is there a significant difference between the performances of different student groups? Why?

Hispanic didn't meet growth in reading. Eco Dis and two or more races met growth expectation in academic achievement.

How are individual student needs identified? How are student specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?

Student needs are identified through summative and formative assessments and grade level collaboration. Informal assessments (istation and aimsweb - which will be MAPs this year). Progress monitoring tools have changed frequently. Work samples, emotional supports, informal conversations, RtI meetings.

What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

Tier 2 in class intervention and Tier 3 pull out. Not in all areas.

How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

BOY assessments drive grouping of students. DRA and istation. If they are still struggling would go to RtI. It is the documentation of no improvement. Need a consistent documentation that carries over from year to year. Sandy Kendell tutorial?

How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc? Do all student groups have the same perceptions? How does this perception compare with the teachers perceptions?

Inclusive of all. Red Head day, Circle Time, lunch bunches, character traits, spirit sticks, clubs, Parent/student perception of persistent behaviors going unaddressed because there is no public notice (students think nothing is being done since they don't see it). Lunch seating limited relationships last year.

What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behaviors?

OSS- Increased

ISS - Decreased

Partial Day out -

Partial Day in -

PASS behavior program added in 2017.

Overall downward trend even with adding a behavior program.

ISS discussion (from 2 years ago when teachers monitored ISS during conference time).

Counselor guidance, CKH, spirit sticks, purposeful design of lessons toward Learner Profile.

How are the strengths of the most effective teachers shared with others?

Professional learning breakout sessions, affirmations and shout outs, observations of other teachers.

What structures are in place to ensure that teachers and others implement what they learn?

Walk throughs, team collaboration, media specialist, co-teaching

Are teachers implementing the districts' curriculum with fidelity? How do you know?

Teachers attempt to implement however struggle with inconsistent change of curriculum documents. Resources are not readily available or consistent vertically. Inconsistent expectations and lack of guidance from curriculum directors.

What are the expectations for students to engage in authentic work and solve complex, real-world problems?

Initial implementation of the learner profile through portfolios and awards.

What types of data are used for instructional planning? Is planning done by teams or individually?

Both, informal assessments and summative assessments.

Do teachers participate in goal-setting for increased student performance? Do students?

Yes and Yes.

Do students monitor their own academic progress?

Pockets across the campus. Portfolios helped with this.

Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? How?

Yes, websites, see saw, newsletters, invites to work in classroom, volunteer opportunities, email.

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.?

positive responses to frequent communication avenues although some still miss the message

What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

Portfolios - campus

Implement strategic framework - district

Learner Profile and design qualities focus lacked most of last year. Need more training on lesson design.

Summative, formative, istation, aimsweb, DRA, TMM

What programs are available before school? After school??

Choir, robotics before school

UIL, robotics, tutoring after school

Does the master schedule maximize the amount of time spent in instructions? Is instruction protected from unnecessary interruptions?

Pulling out from instruction for Music programs during the day. Talent show. Long programs

(Veteran's Day), Halloween Parade, Christmas celebrations. Would like to use PLC to plan fun but intentional units for students to promote attendance.

How is technology used to support instruction and learning?

Individualized instruction through Google classroom, see saw, istation, prodigy, etc.

What training is available for teachers? Others?

Online training, Breakout sessions, choice, feedback

Demographics

Demographics Summary

American Indian - Alaskan Native - .33%

Asian - 2.13%

Black - African American - 2.46%

White - 65.58%

Two-or-More - 3.93%

Demographics Strengths

Demographics remain consistent over the last 5 years.

Student Academic Achievement

Student Academic Achievement Summary

2017 Grade 3 Reading - 88% Grade 4 - 82% Grade 5 - 86%

2017 Grade 3 Math - 89% Grade 4 - 78% Grade 5 - 90%

2017 Grade 4 Writing - 69%

2017 Grade 5 Science 78%

Student Academic Achievement Strengths

Reading continues to be our strongest area of performance even though it is not as strong as previous years.

Perceptions

Perceptions Summary

Based on previous year, surveys suggests that the overwhelming majority (90% and above in all areas) of parents and staff members feel positively about the climate and culture of McCoy. Implementation of "Capturing Kids Hearts" philosophy as well as implementing our Natruaalal Lifemanship Training has only heightened the positive atmosphere on campus not only with students and parents but with staff alike. When you walk into the building you feel welcome and "at home."

Perceptions Strengths

Parent involvment continues to contribute positive climate throughout the school. Dedicated staff who are continually seeking out new learning to increase instructional strategies in the classroom, willingness to try new things, and seeking out new ways to create engagement for students create a continuously growing culture.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data


Goals

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

Performance Objective 1: McCoy's staff, students and parents will deepen their understanding of the learner profile attributes.

Evaluation Data Source(s) 1: Student and Parent feedback surveys.

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) We will spotlight LP traits and have that trait featured on the announcements, taught as a vocabulary word in class, have stories read that explains that attribute. We will also reward students with spirt sticks that have the LP trait on them when they are witnessed exemplifying this trait. We will honor these students by giving them a special seat in the cafeteria, have them receive awards in the LP at our awards ceremony. We will also increase the signage in our school of the LP traits with photos to help staff, students and parents become more aware of the LP.	Administration team	Staff, students and parents will be able to speak to the learner profile.				
						

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

Performance Objective 2: Staff will utilize PLC time to design lessons with district curriculum documents and MAP data to differentiate student instruction.

Evaluation Data Source(s) 2: Administrator observations, walkthroughs and participation in PLCS.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Staff will have ongoing training in the districts curriculum documents, MAPS and Administrators will attend PLCs.	Administrators, Team Leaders, and district curriculum leaders.	Students scores will increase from targeted instruction based on their needs.				
						

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

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

Evaluation Data Source(s) 1: Campus will create it's own social media pages on Facebook and Instagram. The campus website will be updated at least bi-weekly with upcoming events and student photos. The principal will send out weekly bulletins to keep the community informed.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Campus will appoint social media ambassadors who will work to engage the community and reenforce goal 1.	Counselor, Administration, social media ambassadors.	More interaction with the community as documented by social media platforms, photo documentation of events, ongoing events set on calendars.				

Goal 2: Communication: Engage the community to become champions and advocate 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 Source(s) 2: We will use feedback surveys to collect data on parent response to student showcases and student feedback on how tracking growth impacted their learning.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) We will train staff in seasaw during multiple points in the year and utilize this program to create student portfolios.	Administrators	Increased Parent, student and teacher communication and involvement in student growth and goal setting.				

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

Performance Objective 1: We will increase student attendance from 96% in the 2017-2018 school year to 97% in the 2018-2019 school year.

Evaluation Data Source(s) 1: Attendance reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) We will make a poster to let parents know what the previous days attendance was as well as send out the weeks attendance percentage in the principal's bulletin. We will host student reward parties every 6 weeks for students who have meet attendance requirements.	Admin Team. and PEIMS clerk	Attendance rates will increase.				

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

Performance Objective 1: We will offer multiple opportunities for students to explore new learning opportunities and take risk in unfamiliar activities.

Evaluation Data Source(s) 1: Increase number of student participation in each of these opportunities as documented by sign in sheets, completed projects and competitors entered.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) We will offer student run news room that streams live announcements, photojournalism club that creates the yearbook, Lego Robotics to all of 5th grade. We will offer Girlstart STEM program for 4th and 5th grade girls. Destination Imagination and Sea Perch Teams are sponsored. Students can try out for Honor Choir. Makerspace activities offered in Library, STEM activities offered through Science classes. UIL	classroom teachers, librarian, GT teacher	Increase number of student participation in each of these opportunities as documented by sign in sheets, completed projects and competitors entered.				
