

Carrollton-Farmers Branch Independent School District

McKamy Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2022

Demographics

Demographics Summary

McKamy Elementary is a PK-5th grade Title I campus in Carrollton Farmers Branch ISD located in Dallas, TX. At McKamy Elementary School we put students first! We believe that no significant learning can occur without a significant relationship. We also believe that all students can and will be successful. We have a saying, "Once A Trailblazer, Always A Trailblazer." When students enter our doors, they are our students for life. Our theme is #LoveMcKamy and our Mission is Possible. We strive daily to meet kids and families where they are and help them be successful in all areas of life. We are proud to serve the community, families, students, and staff of McKamy Elementary. We also have a dual-language program that provides native English speakers the opportunity to learn Spanish alongside native Spanish speakers.

McKamy Elementary serves a diverse student population. In January 2021, the student population was 46% Hispanic, 41% African-American, 6% White, 5% Two-or-More Races, and 2% Asian. Males make up 56% of our learners and females make up 44%. In May 2022, McKamy had approximately 526 students. Our economically disadvantaged percentage was 82%. Additionally, 26% of our students are emerging bilingual, up from 20% last school year, 16% special education, and 2% identified as gifted and talented. Additionally, 82% of our students are identified as economically disadvantaged and 53% at-risk. Our attendance % has varied over the last years due to COVID. This year we had an average of 90% for student attendance. Last year we had an average of 95%. McKamy's mobility rate is slightly above the state and district, at 18.4%. The district averages are 14.4% and state is 13.8%.

McKamy has a diverse staff. The staff at McKamy includes 38 teachers, 9 educational assistants, 2 administrators, and 5 other support staff. Our staff are highly motivated, trained and talented. Teachers are provided with meaningful professional development and strong mentorship for new teachers. We have worked hard to hire staff that are representative of our student population. 26% of our staff identify as Hispanic, 22% African-American and 52% White.

Demographics Strengths

Our strengths include:

- Overall student population growth and dual language program growth.
- We serve a diverse community of students and staff.
- Highly motivated and trained staff that choose to stay and teach at McKamy.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Between Oct-May, McKamy Elementary enrolled 86 emergent bilingual newcomers from Venezuela who some have been in school, have had interrupted schooling opportunities, and have experienced trauma due to moving from another country. **Root Cause:** The humanitarian emergency in Venezuela has caused families have relocated to our school area because of the access to community support and welcoming school community.

Problem Statement 2 (Prioritized): McKamy has an average daily attendance rate of 90% **Root Cause:** The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.

Problem Statement 3 (Prioritized): Our gifted and talented population is well below the state-suggested average and not representative of our student population. **Root Cause:** Our staff will need to be retrained in the identification of the characteristics and potential of gifted minority students.

Student Learning

Student Learning Summary

Student Data:

2022 EOY Reading Levels

Grade Level Below-Level Approaching/On Grade-Level

Kindergarten	50%	50%
1st grade	64%	36%
2nd grade	34%	66%
3rd grade	58%	42%
4th grade	40%	60%
5th grade	14%	76%

STAAR 2022 Preliminary Reading

3rd Grade

McKamy Elementary	58	1357	53.45%	25.86%	6.90%
Economic Disadvantage	36	1347	44.44%	27.78%	5.56%
American Indian/Alaskan Native	1	1468	100%	100%	0%
Asian	1	1432	100%	0%	0%
Black/African American	30	1327	33.33%	20%	10%
Hispanic	11	1397	81.82%	36.36%	9.09%
Two or More Races	7	1324	42.86%	14.29%	0%
White	8	1423	87.50%	37.50%	0%
Special Ed Indicator	14	1276	21.43%	7.14%	0%

4th Grade

McKamy Elementary	55	1517	78.18%	41.82%	25.45%
Economic Disadvantage	46	1516	80.43%	41.30%	23.91%
Asian	3	1631	100%	100%	66.67%
Black/African American	22	1514	81.82%	40.91%	13.64%
Hispanic	22	1479	68.18%	27.27%	18.18%
Two or More Races	6	1568	83.33%	50%	50%
White	2	1652	100%	100%	100%
Currently Emergent Bilingual	11	1493	72.73%	36.36%	27.27%

McKamy Elementary	55	1517	78.18%	41.82%	25.45%
Special Ed Indicator	7	1436	42.86%	28.57%	14.29%

5th Grade

McKamy Elementary	45	1551	62.22%	42.22%	26.67%
Economic Disadvantage	34	1521	58.82%	35.29%	17.65%
Asian	1	1525	100%	0%	0%
Black/African American	17	1557	52.94%	52.94%	29.41%
Hispanic	21	1539	66.67%	38.10%	23.81%
Two or More Races	2	1435	50%	0%	0%
White	4	1652	75%	50%	50%
Currently Emergent Bilingual	10	1488	50%	20%	20%
Special Ed Indicator	6	1394	16.67%	16.67%	16.67%

STAAR 2022 Preliminary Math

3rd Grade

McKamy Elementary	69	1349	47.83%	24.64%	5.80%
Economic Disadvantage	45	1323	40%	17.78%	2.22%
American Indian/Alaskan Native	1	1501	100%	100%	0%
Asian	1	1386	100%	0%	0%
Black/African American	30	1299	33.33%	16.67%	3.33%
Hispanic	22	1369	54.55%	27.27%	4.55%
Two or More Races	7	1311	28.57%	14.29%	0%
White	8	1490	87.50%	50%	25%
Currently Emergent Bilingual	11	1361	54.55%	18.18%	9.09%
Special Ed Indicator	16	1245	18.75%	6.25%	0%

4th Grade

McKamy Elementary	60	1520	61.67%	35%	16.67%
Economic Disadvantage	50	1533	66%	40%	20%
Asian	3	1703	100%	100%	66.67%
Black/African American	22	1528	68.18%	36.36%	18.18%
Hispanic	27	1491	51.85%	25.93%	11.11%
Two or More Races	6	1480	50%	16.67%	0%
White	2	1661	100%	100%	50%
Currently Emergent Bilingual	16	1540	56.25%	37.50%	25%

McKamy Elementary	60	1520	61.67%	35%	16.67%
Special Ed Indicator	8	1457	37.50%	25%	12.50%

5th Grade

McKamy Elementary	45	1560	51.11%	31.11%	22.22%
Economic Disadvantage	34	1524	41.18%	20.59%	11.76%
Asian	1	1783	100%	100%	100%
Black/African American	17	1542	41.18%	23.53%	17.65%
Hispanic	21	1557	57.14%	28.57%	19.05%
Two or More Races	2	1454	0%	0%	0%
White	4	1645	75%	75%	50%
Currently Emergent Bilingual	10	1536	50%	20%	10%
Special Ed Indicator	6	1435	0%	0%	0%

STAAR 2022 Preliminary Science

McKamy Elementary	45	3502	40%	20%	6.67%
Economic Disadvantage	34	3404	29.41%	14.71%	5.88%
Asian	1	4076	100%	100%	0%
Black/African American	17	3410	35.29%	11.76%	5.88%
Hispanic	21	3493	42.86%	19.05%	4.76%
Two or More Races	2	3270	0%	0%	0%
White	4	3911	50%	50%	25%
Currently Emergent Bilingual	10	3311	30%	10%	0%
Special Ed Indicator	6	2884	0%	0%	0%

TELPAS

	TELPAS								
	Total Students	Yearly Progress Indicator				TELPAS Composite Rating			
		Lower/Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	Beginning	Intermediate	Advanced	Advanced High
Kinder	17	N/A	N/A	N/A	N/A	88%	12%	0%	0%
1st	18	22%	56%	11%	11%	56%	11%	27%	5%
2nd	24	73%	27%	0%	0%	33%	46%	17%	4%
3rd	23	50%	50%	0%	0%	35%	35%	22%	9%
4th	30	78%	22%	0%	0%	46%	15%	31%	8%
5th	18	75%	25%	0%	0%	53%	29%	6%	12%

Moving to the 22-23 school year, we will collect and analyze data on student growth using resources such as:

- Fountas and Pinnell
- NWEA MAP
- iStation
- Dreambox
- TELPAS
- District DCFAs
- Classroom data and grades
- Collaborative common formative assessments
- Progress monitoring tools through Stallion Time (Response to Intervention)
- Spring 2022 STAAR results

Student Learning Strengths

McKamy Elementary student learning strengths include:

- 25% of students mastered the 4th-grade reading STAAR test, an increase of 18% from 2021.
- 36% of students approached the 4th-grade Math STAAR test in 2021, and in 2022, 66% of our students approached the test.
- 51% of students approached the 4th-grade reading STAAR test in 2021, and in 2022 78% of students approached.
- 82% of students showed growth on the STAAR test according to STAAR progress measures.
- 42% of 5th-graders scored at meets grade level on the Reading STAAR test, compared to 15% the previous year.
- According to TELPAS, each grade level had at least a 25% increase in student yearly progress indicator.
- 76% of 5th-graders and 60% of 4th-graders ended the year reading on grade level.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 50% of Kindergarten students ended the year not reading on grade level. **Root Cause:** Chronic absenteeism due to COVID concerns caused our Kindergarten students to miss valuable instruction throughout the school year.

Problem Statement 2 (Prioritized): 64% of 1st-grade students ended the year not reading on grade level. **Root Cause:** A focus on mathematics instruction during CTT resulted in gains in math, but not in reading instruction.

Problem Statement 3 (Prioritized): Historically students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics.

Problem Statement 4 (Prioritized): Prior to COVID, we missed the academic achievement mathematics target for 3 years for all students. **Root Cause:** Lack of focus on essential standards and TEKS and dedicated collaborative team time and intentional data analysis.

School Processes & Programs

School Processes & Programs Summary

McKamy Elementary is a PK-5th grade Title I campus in Carrollton Farmers Branch I.S.D. located in Dallas, TX. At McKamy Elementary School, we put students first! We believe that no significant learning can occur without a significant relationship. We also believe that all students can and will be successful. We have a saying, "Once A Trailblazer, Always A Trailblazer." When students enter our doors, they are our students for life. Our theme is #LoveMcKamy, and our Mission is Possible. We strive daily to meet kids and families where they are and help them be successful in all areas of life. We are proud to serve the community, families, students, and staff of McKamy Elementary. We also have a dual-language program that provides native English speakers the opportunity to learn Spanish alongside native Spanish speakers.

McKamy Elementary School was the 1st Project School with the Teacher's College Reading and Writing Project in C.F.B. Our journey started during the 2018-2019 school year. The staff developers at Teacher's College work with partner schools to provide professional development aimed at supporting the implementation of the Units of Study. We began with a focus on reading and then adjusted the focus of study over time. Working alongside teachers, T.C.R.W.P. staff developers create demonstration lab site classrooms as a means for teachers to come together to study best practices in workshop teaching. These lab sites are accompanied by study groups and coaching sessions for teachers, literacy coaches, and school leaders.

During the 2019-2020 school year, McKamy started its AVID journey. The school year started strong with teachers in grades 2nd - 5th grade attending the AVID summer institute. AVID provides scaffolded support that educators and students need to encourage college and career readiness and success. With AVID, school leaders have the flexibility to start small and can deepen AVID's impact on their campus over time. By teaching and reinforcing academic behaviors and higher-level thinking at a young age, AVID Elementary teachers create a ripple effect in later grades. Elementary students develop the academic habits they will need to be successful in middle school, high school, and college in an age-appropriate and challenging way. Children learn about the organization, study skills, communication, and self-advocacy. AVID Elementary students take structured notes and answer and ask high-level questions that go beyond routine answers. The strong college-going culture on an AVID Elementary campus encourages students to think about their college and career plans. Schools cover their walls with college pennants and banners, and educators speak about their college experiences. College and careers are no longer foreign concepts, and teachers provide the academic foundation students need to be on a path to college and career success. AVID Elementary closes the opportunity gap before it begins.

At the end of the school year and in the summer of 2021, staff members were asked to reflect on the 2020-21 school year. After analyzing the data from the 2020-21 S.T.A.A.R. results, a selected group of teachers were asked to attend two summer professional development sessions that focused on Professional Learning Communities (P.L.C.). During the planning time, it was decided that based on the culture of the campus the structure of P.L.C.s was more in line with the vision and mission of the school. One group of teachers and administrators will attend the MTSS PLC Training, and another group will attend the P.L.C. at Work conference. The guiding coalition that attended the P.L.C. and DDI training during the summer of 2021 decided that staff needed dedicated time for collaboration. C.T.T., or Collaborative Team Time, was developed so that teachers have dedicated time weekly to analyze data, determine the next steps for instruction, plan upcoming lessons and units, create common formative assessments and etc.

Our E.S.S.E.R. teacher teams have established a systematic approach to supporting students in grades K-5 not showing adequate academic progress. Our support staff members participate in staff development, SNAP meetings, and team meetings. Intervention and enrichment time is built into the daily schedule to provide time for engaging in learning with what they need and at the right time. We focus on knowing students by name and by need through multiple forms of progress monitoring. Student progress is routinely monitored, and instruction is adjusted accordingly.

McKamy has an inclusive Social-Emotional Attitudes for Learning (S.E.A.L.) team responsible for meeting students' social and emotional needs. The team has worked hard to meet the needs of students who come to school with varying needs and who lack replacement behaviors for controlling their emotions.

The Upbeat Survey is given to all staff annually for campus and district self-assessment. Survey results for 2021-22 indicated that 100% of staff feel that they can trust the Principal, 55% of staff believe that parents and teachers at my school work together as partners, 78% of the staff would recommend McKamy to a friend as a good place to work, 68% feel that teachers at my school play an active role in shaping school policies, 100% agree that our school proactively recruit teachers from diverse backgrounds, 100% believe that people at my school care about them, 69% believe that our school proactively involves all families in our school community, 100% of the staff care about the well-being of students.

School Processes & Programs Strengths

Strengths for school processes and programs include:

- Teachers trust each other and the Principal.
- There is a dedicated team that strives to meet the social and emotional needs of all students and staff.
- McKamy has several programs including AVID, Dual Language, and TCRWP Project School to meet the needs of students and staff.
- Staff have dedicated time weekly to collaborate.
- Teachers have attended the PLC and MTSS training to better understand how to apply the training to strengthen our CTT sessions and Response to Intervention (RtI).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 55% of teachers agree or strongly agree that parents and teachers at my school work together as partners. **Root Cause:** Due to COVID, families were not allowed in the building until late in the 2nd semester. There is a need to build relationships between parents and teachers.

Problem Statement 2 (Prioritized): Inconsistencies exist in the master schedule that does not provide ample time for instruction for all students. **Root Cause:** The master schedule needs to be updated to ensure all students have equitable access to Tier 1, 2, and 3 instruction.

Problem Statement 3 (Prioritized): AVID schoolwide strategies were inconsistently taught to students and new staff. **Root Cause:** New staff and changes in 3-5 grade levels created inconsistencies. Staff needs to be trained in AVID.

Problem Statement 4 (Prioritized): The PTA has not been as active as it was prior to COVID. **Root Cause:** COVID has caused the PTA to slow down on activities and programs.

Perceptions

Perceptions Summary

At McKamy Elementary School, we put students first! We believe that no significant learning can occur without a significant relationship. We also believe that students can and will be successful. We have a saying, "Once A Trailblazer, Always A Trailblazer." When students enter our doors, they are our students for life. Our theme is #LoveMcKamy, and our Mission is Possible. We strive daily to meet kids and families where they are and help them be successful in all areas of life. One of the core beliefs at McKamy is that ALL students can and will be successful. Many families come to our school with a variety of previous school experiences, some of which are negative. To mitigate this, we have to work hard at developing relationships with families and partner with them to maintain a culture of learning. We want to narrow the opportunity and achievement gap for all students, especially our economically disadvantaged and bilingual students. Therefore, the work we do as a staff is to ensure ALL students have the chance to learn at high levels. This work is evident in our master schedule, push-in, and pull-out learning opportunities, and hiring of high-quality staff members to serve our students.

Staff members at McKamy are aware of the trauma our students have experienced in their lives and take action to support students and their families. Our team works closely together and with community partners to support our families, including providing gifts and gift cards around the holidays to ensure they have food and materials necessary for the break. Our counselor works closely with district personnel to provide clothing to students through the Giving House. Further, we have one Positive Behavior Facilitator (PBF) who supports general education students in establishing and utilizing safe practices when in crisis. Together with the SEAL team and teachers, we work collaboratively to ensure student behavior is handled with the understanding that students coming from trauma need additional social and emotional support to be successful in the classroom and school settings. Additionally, students who struggle with behavior management have a connection to a staff member that can support them and help them regulate their behavior. Our students know that McKamy is a safe place to learn and grow and, no matter what happens, we will support them and help them become the best version of themselves.

McKamy is proud to partner with Brighter Bites. The goal is to improve health outcomes among children and families in under-resourced communities by using the data-driven, evidence-based strategies of providing fresh produce and nutrition education. Brighter Bites is rooted in the belief that if we give our kids something better to munch on, they will. And the lives they lead will be as vibrant as the foods they crave. In order to meet their needs, everything they do is built around demystifying produce by providing families a consistent variety of produce at no cost to help impact their health. Brighter Bites provide nutrition education resources for parents to use the produce at home and provide teachers with nutrition education resources for direct education in school.

Perceptions Strengths

McKamy Elementary perception strengths include:

- Dedicated Social Attitudes for Learning Team to help strengthen SEL schoolwide.
- 100% of the staff agree that our school is a place that supports teachers' mental well-being.
- 100% of the staff say administrators value the perspectives of teachers from different races, ethnicity, and cultures.
- Family support unit established.
- 100% of the staff feel that they have someone they can turn to when they are having a difficult time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Some students lack the necessary emotional skills to control and regulate their emotions. **Root Cause:** The students have not been taught replacement behaviors necessary to control their emotions.

Problem Statement 2 (Prioritized): Parental involvement is not the same as it was before COVID. **Root Cause:** Parental involvement has decreased due to COVID.

Problem Statement 3 (Prioritized): Student trauma has caused severe behavior escalations. **Root Cause:** Adverse childhood experiences in students are high.

Priority Problem Statements

Problem Statement 1: Between Oct-May, McKamy Elementary enrolled 86 emergent bilingual newcomers from Venezuela who some have been in school, have had interrupted schooling opportunities, and have experienced trauma due to moving from another country.

Root Cause 1: The humanitarian emergency in Venezuela has caused families have relocated to our school area because of the access to community support and welcoming school community.

Problem Statement 1 Areas: Demographics

Problem Statement 7: 50% of Kindergarten students ended the year not reading on grade level.

Root Cause 7: Chronic absenteeism due to COVID concerns caused our Kindergarten students to miss valuable instruction throughout the school year.

Problem Statement 7 Areas: Student Learning

Problem Statement 14: 55% of teachers agree or strongly agree that parents and teachers at my school work together as partners.

Root Cause 14: Due to COVID, families were not allowed in the building until late in the 2nd semester. There is a need to build relationships between parents and teachers.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 11: Some students lack the necessary emotional skills to control and regulate their emotions.

Root Cause 11: The students have not been taught replacement behaviors necessary to control their emotions.

Problem Statement 11 Areas: Perceptions

Problem Statement 2: McKamy has an average daily attendance rate of 90%

Root Cause 2: The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.

Problem Statement 2 Areas: Demographics

Problem Statement 6: 64% of 1st-grade students ended the year not reading on grade level.

Root Cause 6: A focus on mathematics instruction during CTT resulted in gains in math, but not in reading instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 13: Inconsistencies exist in the master schedule that does not provide ample time for instruction for all students.

Root Cause 13: The master schedule needs to be updated to ensure all students have equitable access to Tier 1, 2, and 3 instruction.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 10: Parental involvement is not the same as it was before COVID.

Root Cause 10: Parental involvement has decreased due to COVID.

Problem Statement 10 Areas: Perceptions

Problem Statement 3: Our gifted and talented population is well below the state-suggested average and not representative of our student population.

Root Cause 3: Our staff will need to be retrained in the identification of the characteristics and potential of gifted minority students.

Problem Statement 3 Areas: Demographics

Problem Statement 5: Historically students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics.

Root Cause 5:

Problem Statement 5 Areas: Student Learning

Problem Statement 12: AVID schoolwide strategies were inconsistently taught to students and new staff.

Root Cause 12: New staff and changes in 3-5 grade levels created inconsistencies. Staff needs to be trained in AVID.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 9: Student trauma has caused severe behavior escalations.

Root Cause 9: Adverse childhood experiences in students are high.

Problem Statement 9 Areas: Perceptions

Problem Statement 4: Prior to COVID, we missed the academic achievement mathematics target for 3 years for all students.

Root Cause 4: Lack of focus on essential standards and TEKS and dedicated collaborative team time and intentional data analysis.

Problem Statement 4 Areas: Student Learning

Problem Statement 8: The PTA has not been as active as it was prior to COVID.

Root Cause 8: COVID has caused the PTA to slow down on activities and programs.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Guiding Objectives

Revised/Approved: August 4, 2022





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2022, 100% of teachers will increase their knowledge of the Essential TEKS for mathematics and reading, and increase rigor in the mathematics classroom.

High Priority

Evaluation Data Sources: MAP/STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Use Collaborative Team Time (CTT) to determine essential standards and use data to plan reading and mathematics. Strategy's Expected Result/Impact: Student learning improves. Staff Responsible for Monitoring: Principal/Assistant Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy Problem Statements: Student Learning 3, 4	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use Leverage Leadership feedback observation cycle to provide feedback to improve instruction. Strategy's Expected Result/Impact: Teacher knowledge improves, improving student instruction. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Send 4 Math teachers to the annual Math conferences with district leadership and instructional coaches to learn more strategies for meeting the diverse needs of our students to close the opportunity gap. Strategy's Expected Result/Impact: Student achievement increases as well as teacher knowledge and skills. Staff Responsible for Monitoring: Instructional Math Coach Problem Statements: Student Learning 3, 4 Funding Sources: Staff Development Training - 211 Title I - \$3,068	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning
Problem Statement 3: Historically students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. Problem Statement 4: Prior to COVID, we missed the academic achievement mathematics target for 3 years for all students. Root Cause: Lack of focus on essential standards and TEKS and dedicated collaborative team time and intentional data analysis.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2023, 3rd grade reading STAAR approaches will increase from 48% to 75%.

High Priority

Evaluation Data Sources: F&P Levels

Small Group Instruction Lesson Plans and Anecdotal Records

Strategy 1 Details	Reviews			
Strategy 1: Plan small group instruction using F&P assessment data, classroom observation data, and coaching feedback to improve student achievement. Strategy's Expected Result/Impact: Student achievement in reading improves. Staff Responsible for Monitoring: Principal Problem Statements: Student Learning 4 Funding Sources: Books for small group instruction and updated classroom libraries. - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<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 Problem Statements:





Student Learning
Problem Statement 4: Prior to COVID, we missed the academic achievement mathematics target for 3 years for all students. Root Cause: Lack of focus on essential standards and TEKS and dedicated collaborative team time and intentional data analysis.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, 3rd-grade math STAAR Approaches results will increase from 47% to 75%.

High Priority

Evaluation Data Sources: Interim Assessments
Common Formative Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3 Problem Statements:

Student Learning
Problem Statement 4: Prior to COVID, we missed the academic achievement mathematics target for 3 years for all students. Root Cause: Lack of focus on essential standards and TEKS and dedicated collaborative team time and intentional data analysis.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2023, 5th-grade Science STAAR approaches will increase from 40% to 75%.

Evaluation Data Sources: Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Send 5th-grade teacher to Science Data and Instruction pull-outs throughout the year to learn new skills and strategies to help students succeed. Strategy's Expected Result/Impact: Student achievement in science improves. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Send 5th-graders to Science Camp to help them have a hands-on, real-world experience while learning about science. Strategy's Expected Result/Impact: Science scores improve. Staff Responsible for Monitoring: Principal Assistant Principal ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2023, 80% or more of the students in grades K-5 will read on grade level.





High Priority

Evaluation Data Sources: Phonics Assessments

MAP growth data

F&P assessments

Strategy 1 Details	Reviews			
Strategy 1: Use K-2 TCRWP staff developer to train teachers on revised phonics strategies to help students read. Use phonics assessments and F&P assessment data to plan small group instruction. Strategy's Expected Result/Impact: Reading levels improve. Staff Responsible for Monitoring: Principal/Instructional Coaches Problem Statements: Student Learning 1, 2 Funding Sources: Substitutes to cover classes so that teachers can participate in professional development. - 211 Title I - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Send two K-2, two 3-5 ELA teachers, and one administrator will have the opportunity to attend Teacher's College Professional Development at Columbia University in NYC to learn strategies in reading, writing, and or phonics to improve their pedagogy and instructional knowledge. Strategy's Expected Result/Impact: Staff learn new strategies to improve literacy instruction ensuring all students read on grade level. Staff Responsible for Monitoring: Principal Instructional Coaches Problem Statements: Student Learning 1, 2 Funding Sources: FUNDing for Professional Development - 211 Title I - \$12,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Purchase RazKids, Learning A to Z, Flocabulary, Classkick, Scholastic News as supplemental technological programs to help students with comprehension, reading skills, and and fluency. Strategy's Expected Result/Impact: Student reading levels improve. Staff Responsible for Monitoring: Assistant Principal Problem Statements: Student Learning 1, 2, 3, 4 Funding Sources: Technological programs to help students in math and reading. - 211 Title I - \$5,500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5 Problem Statements:

Student Learning
<p>Problem Statement 1: 50% of Kindergarten students ended the year not reading on grade level. Root Cause: Chronic absenteeism due to COVID concerns caused our Kindergarten students to miss valuable instruction throughout the school year.</p> <p>Problem Statement 2: 64% of 1st-grade students ended the year not reading on grade level. Root Cause: A focus on mathematics instruction during CTT resulted in gains in math, but not in reading instruction.</p> <p>Problem Statement 3: Historically students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics.</p> <p>Problem Statement 4: Prior to COVID, we missed the academic achievement mathematics target for 3 years for all students. Root Cause: Lack of focus on essential standards and TEKS and dedicated collaborative team time and intentional data analysis.</p>

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By August 2022, we will review 100% of our safety and security procedures and meet monthly to address challenges with the system.





Evaluation Data Sources: Principal/Assistant Principal

Strategy 1 Details		Reviews			
Strategy 1: Meet with Admin team and SRP team to address concerns. Strategy's Expected Result/Impact: Safety and security improve. Staff Responsible for Monitoring: Principal		Formative			Summative
		Oct	Jan	Mar	June
<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>					

Guiding Objective 3: Optimize Community Engagement

Goal 1: By December 2022, PTA memberships will increase by 100%, from 60 families joining to 120 families or more.

Evaluation Data Sources: # of parents joining PTA and # of PTA board members.

Strategy 1 Details	Reviews			
Strategy 1: Build relationships with current parents. Encourage them to join PTA and show them what support looks like. Enable the parents to recruit other parents to help with PTA. Strategy's Expected Result/Impact: PTA membership grows. Staff Responsible for Monitoring: Principal/Assistant Principal/Teachers ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 4	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 55% of teachers agree or strongly agree that parents and teachers at my school work together as partners. Root Cause: Due to COVID, families were not allowed in the building until late in the 2nd semester. There is a need to build relationships between parents and teachers.
Problem Statement 4: The PTA has not been as active as it was prior to COVID. Root Cause: COVID has caused the PTA to slow down on activities and programs.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By January 2023, we will host one Reading/Mathematics/Science Night to help parents help their children at home.

Evaluation Data Sources: # of parents in attendance at event.

Strategy 1 Details	Reviews			
Strategy 1: Meet with the Parental Involvement Committee so that they can plan the academic nights. Strategy's Expected Result/Impact: Parents and teachers build relationships Parents learn strategies to help children at home. Staff Responsible for Monitoring: Principal Problem Statements: School Processes & Programs 1 - Perceptions 2 Funding Sources: Supplies and materials for academic/parent nights. - 211 Title I - \$2,500	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 55% of teachers agree or strongly agree that parents and teachers at my school work together as partners. Root Cause: Due to COVID, families were not allowed in the building until late in the 2nd semester. There is a need to build relationships between parents and teachers.
Perceptions
Problem Statement 2: Parental involvement is not the same as it was before COVID. Root Cause: Parental involvement has decreased due to COVID.

Guiding Objective 3: Optimize Community Engagement

Goal 3: By March 2023, we will host an AVID Family Fun Night to share strategies related to college and career readiness for all 5th-grade students.

Evaluation Data Sources: # of parents in attendance.

Strategy 1 Details	Reviews			
Strategy 1: Meet with AVID Site Team to plan AVID Family Nights and AVID strategies students will learn throughout the year. Strategy's Expected Result/Impact: Parents and students' knowledge increase of how they can attend college. Staff Responsible for Monitoring: AVID Site Team Problem Statements: School Processes & Programs 3 Funding Sources: Planners needed for student organization. - 211 Title I - \$1,400	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 3: AVID schoolwide strategies were inconsistently taught to students and new staff. Root Cause: New staff and changes in 3-5 grade levels created inconsistencies. Staff needs to be trained in AVID.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By May 2022, we will increase the student attendance percentage from 90.6% to 97.0%.

Evaluation Data Sources: Student attendance rates.

Strategy 1 Details	Reviews			
Strategy 1: Meet with attendance committee monthly to review attendance policy and data around student attendance. Strategy's Expected Result/Impact: Improved student attendance. Staff Responsible for Monitoring: Assistant Principal/Attendance Clerk/Teacher Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement attendance incentives to motivate and increase student attendance. Strategy's Expected Result/Impact: Attendance % increases. Staff Responsible for Monitoring: Assistant Principal Problem Statements: Demographics 2 Funding Sources: Incentives for student attendance - 211 Title I - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1 Problem Statements:

Demographics
Problem Statement 2: McKamy has an average daily attendance rate of 90% Root Cause: The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders. COVID/Fear has caused extended absences for traditional sick days.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By May 2023, staff will increase usage of the LiveSchool PBIS monitoring system from 80% to 100% as a way to track student behavior progress and motivate students.

Evaluation Data Sources: Percentage of staff consistently using LiveSchool and the frequency students earn points.

Strategy 1 Details	Reviews			
Strategy 1: Train teachers on how to use LiveSchool, while creating grade level categories and using the McKamy STARS acronym for students to earn points. Strategy's Expected Result/Impact: Improved behavior outcomes. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3 Funding Sources: Purchase LiveSchool - 211 Title I - \$5,451	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase materials for student calm down corners and positive rewards for students. Strategy's Expected Result/Impact: Students regulate their emotions. Staff Responsible for Monitoring: Assistant Principal Counselor Problem Statements: Perceptions 1, 3 Funding Sources: Materials for calm down corners. - 211 Title I - \$3,500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Some students lack the necessary emotional skills to control and regulate their emotions. Root Cause: The students have not been taught replacement behaviors necessary to control their emotions.
Problem Statement 3: Student trauma has caused severe behavior escalations. Root Cause: Adverse childhood experiences in students are high.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By August 2022, a Secure Entry Vestibule will be installed at the entrance of the school to serve as a holding area for visitors to the school.

High Priority

Evaluation Data Sources: Secure entry vestibule installed.

Strategy 1 Details	Reviews			
Strategy 1: Build a secure entry vestibule to eliminate safety concerns. Strategy's Expected Result/Impact: Visitors are not able to freely walk into the office upon entry into the school. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Jan	Mar	June
<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>				

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Use Collaborative Team Time (CTT) to determine essential standards and use data to plan reading and mathematics.

Plan Notes

HB 3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	50	52	56	*		*		*	*	52	62
2018 STAAR	44	48	*	*	70		*		*	*	40	*
2019 STAAR	43	48	40	62	40					36	46	57
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	33	29	25	*		67			27	36	38
2022 STAAR	39	39	34	38	*		67			31	40	45
2023 STAAR	42	45	38	52	*		67			35	45	53
2024 STAAR	46	51	43	65	*		67			39	49	60

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	46	34	56	*		*		*	*	45	59
2018 STAAR	46	37	*	*	*		*		*	*	28	*
2019 STAAR	48	34	24	45	40					45	32	43
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	19	21	16	*		50			40	20	29
2022 STAAR	34	25	23	27	*		50			43	25	35
2023 STAAR	42	31	25	37	*		53			45	30	40
2024 STAAR	51	37	27	48	*		56			48	35	46

Campus Improvement Committee

Committee Role	Name	Position
Special Education Teacher	Vanessa Lopez	CM/Fundamentals Teacher
Classroom Teacher	Alicia Ausler	5th Grade Teacher
Classroom Teacher	Elissa Wolff	PK Teacher
Administrator	Rachel Langston	Assistant Principal
Non-classroom Professional	Sandi Johnson	Counselor
Administrator	Matthew Pruitt	Principal
Classroom Teacher	Hailey Rock	3rd Grade Teacher
Classroom Teacher	Jayla Williams	Kindergarten Teacher
Classroom Teacher	Emily McCurry	4th Grade Teacher
Classroom Teacher	Greg Perry	2nd Grade Teacher
Parent	Liliana Rangel	Parent
Classroom Teacher	Nichole Williams	1st Grade Teacher
Community Representative	Demetria Glosson	PTA Member
Business Representative	Andy Ramdial	Owner/Operator Sonic
Parent	Awana Braxton-Morgan	Parent
Parent	Alesia Brazil	Parent

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff Development Training		\$3,068.00
1	2	1	Books for small group instruction and updated classroom libraries.		\$10,000.00
1	3	1	Tite I Instructional Staff		\$92,291.00
1	5	1	Substitutes to cover classes so that teachers can participate in professional development.		\$5,000.00
1	5	2	FUnding for Professional Development		\$12,000.00
1	5	3	Technological programs to help students in math and reading.		\$5,500.00
3	2	1	Supplies and materials for academic/parent nights.		\$2,500.00
3	3	1	Planners needed for student organization.		\$1,400.00
4	1	2	Incentives for student attendance		\$1,000.00
4	2	1	Purchase LiveSchool		\$5,451.00
4	2	2	Materials for calm down corners.		\$3,500.00
Sub-Total					\$141,710.00
Budgeted Fund Source Amount					\$141,710.00
+/- Difference					\$0.00
Grand Total Budgeted					\$141,710.00
Grand Total Spent					\$141,710.00
+/- Difference					\$0.00