

Carrollton-Farmers Branch Independent School District

McCoy 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

McCoy Elementary School is in Carrollton- Farmers Branch ISD, a suburban district with 24 elementary schools, six middle schools, five high schools, and alternative education campus. McCoy serves a plurality Asian student population in grades K-5. In the 2021-22 school year, total enrollment was 453, representing an increase of nine students.

In 2021-22, the student population was 20% White, 10% African American, 27% Hispanic, 38% Asian, and 0.22% Native American.

Additionally, the campus serves 28% economically disadvantaged students, 11% special education students, and 15% Emergent Bilingual students. There are [122](#) At-Risk students, three Homeless families, 16 Immigrant families, and 13 students who qualify for Section 504 services.

Attendance rates include 91% African American, 93% Hispanic, 94% White, 94% Asian, 98% Native American. and 93% economically disadvantaged.

The most current data indicate the campus has a 4% mobility rate.

Our 244 gifted and talented learners constituted 54% of our population. Our gender split in the GT group was 97 female and 146 male. Of the four major ethnic groups, our GT learners were 57% Asian.

We had 49 learners who qualified for special education services, representing 11% of our population. There were 13 learners with 504 accommodations, which was 3% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 4%, an increase from the prior year.

The staff at McCoy Elementary includes 33 teachers, seven professional staff, three educational aides, and two administrators. Of the 31 teachers, 25 hold bachelor's degrees, and six hold master's degrees. There are two male teachers and 28 female teachers. Furthermore, the staff is diverse, with two African Americans, two Hispanics, 24 Whites, one Native American, and two Asian teachers.

The following data points were used to glean the results of the Demographics Summary:

- a. Campus Demographics
- b. TAPR Report (2021)
- c. Map Data
- d. Fountas & Pinnell Data

e. District Assessments

d. OnDataSuites

Demographics Strengths

McCoy Elementary has many strengths. A few of the most notable are:

1. We are a diverse campus of learners from various communities throughout CFB ISD.
2. We have the highest gifted and talented population of all the schools.
3. Parents enroll their children into McCoy because of the high academic reputation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need to re-establish communication and engagement for all families **Root Cause:** Barriers exist from the impact of COVID-19 and the separation of students' communities by miles

Problem Statement 2 (Prioritized): There is a need to establish and maintain strong, positive relationships between staff and students. **Root Cause:** Barriers exist in which relationships have not been established and sustained for all learners.

Problem Statement 3 (Prioritized): There is a need to focus on the whole child model through the Multi-Tiered Systems of Support (MTSS) to ensure we meet the needs of all learners academically and socially-emotionally. **Root Cause:** Students have barriers due to equity, teacher knowledge, and teacher-student relationships.

Student Learning

Student Learning Summary

Due to the impact of COVID-19 during the fall of 2021-2022, Carrollton-Farmers Branch provided remote learning for learners whose families chose to be virtual. In addition, each campus provided in-person instruction for those families who felt comfortable sending their students back to school in person. However, the challenge was far from over, as COVID-19 had robbed many children of their achievements academically and socially/emotionally. Hence, for the 2021-2022 school year, student growth was and will still be the main priority for McCoy. Using the MTSS (Multi-Tiered Systems of Support) has helped focus our efforts on our students' growth. Following the DDI process during our Professional Learning Communities and SNAP meetings enabled the staff to track student progress while using high-priority learning standards to reduce possible learning loss. In addition, meeting the social-emotional needs of all learners has been a high priority for McCoy as we've worked with the company Transcend to implement strategies from the Whole Child Model. We will continue implementing strategies to address our students' social-emotional well-being.

Moving forward, for the 2022-2023 school year, we will be using previous data from the state along with these examples of various data collection tools that help support and track learner growth and specific areas of need:

NWEA MAP

iStation

Dreambox

Panorama Data

TELPAS

Grades

Assignments and Engagement Levels of Learners

Observations from Educators

Progress Monitoring Tools

Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/504/English Learner

Data Collection for House Bill 4545 - Tutoring/Documentation of Learner Growth

Thus, the following data graphs are from the 2020-2021 state accountability information. Please note that due to the omission of the STAAR assessment for the 2019-2020 school year, the impact that COVID has had on student achievement, the social-emotional well-being of our students, and the option for parents' ability to have their students opt out of taking STAAR impacted the data greatly.

STAAR 3-8 Academic

Performance All Grades

Math	
Academic Readiness - Did Not Meet	
Academic Readiness - Approaches	
Academic Readiness - Meets	
Academic Readiness - Masters	
Total Tested (Non-Duplicate Count)	
Reading	
Academic Readiness - Did Not Meet	
Academic Readiness - Approaches	
Academic Readiness - Meets	
Academic Readiness - Masters	
Total Tested (Non-Duplicate Count)	
Writing	
Academic Readiness - Did Not Meet	
Academic Readiness - Approaches	
Academic Readiness - Meets	
Academic Readiness - Masters	

16-17	17-18	18-19	19-20	20-21
2.24%	2.59%	2.65%	-	14.03%
97.76%	98.28%	97.79%	-	85.97%
89.69%	87.07%	88.94%	-	69.68%
68.16%	65.09%	75.66%	-	57.01%
-	-	-	-	-
8.26%	8.90%	5.29%	-	17.19%
94.04%	91.95%	95.15%	-	82.81%
75.23%	76.69%	74.89%	-	66.52%
62.39%	58.47%	56.83%	-	54.75%
-	-	-	-	-
6.67%	26.25%	10.00%	-	16.67%
93.33%	73.75%	90.00%	-	83.33%
72.22%	60.00%	68.75%	-	62.50%
46.67%	43.75%	42.50%	-	45.83%

Science	
Academic Readiness - Did Not Meet	
Academic Readiness - Approaches	
Academic Readiness - Meets	
Academic Readiness - Masters	

2.94%	4.30%	10.59%	-	24.36%
97.06%	95.70%	89.41%	-	75.64%
80.88%	81.72%	82.35%	-	61.54%
55.88%	63.44%	48.24%	-	50.00%

Texas Education Agency
2020-21 STAAR Performance
MCCOY EL (057903114) - CARROLLTON-FARMERS BRANCH ISD - DALLAS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	66%	83%	50%	72%	83%	-	100%	-	-	36%	*	82%	90%	65%	78%
	2019	76%	76%	97%	86%	96%	100%	-	100%	-	*	75%	*	98%	92%	90%	100%
At Meets Grade Level or Above	2021	39%	37%	67%	0%	50%	75%	-	96%	-	-	27%	*	64%	80%	18%	67%
	2019	45%	44%	82%	57%	63%	92%	-	100%	-	*	38%	*	81%	83%	52%	64%
At Masters Grade Level	2021	19%	19%	56%	0%	33%	58%	-	92%	-	-	27%	*	54%	70%	12%	56%
	2019	27%	27%	69%	43%	50%	69%	-	92%	-	*	38%	*	71%	58%	29%	36%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	59%	77%	25%	89%	89%	-	*	-	-	33%	*	78%	*	69%	83%
	2019	79%	79%	93%	83%	91%	100%	-	100%	-	-	71%	*	95%	83%	85%	100%
At Meets Grade Level or Above	2021	31%	26%	38%	13%	50%	44%	-	*	-	-	11%	*	42%	*	31%	50%
	2019	49%	48%	86%	83%	78%	100%	-	100%	-	-	57%	*	87%	83%	70%	80%
At Masters Grade Level	2021	14%	11%	21%	0%	17%	44%	-	*	-	-	11%	*	22%	*	6%	33%
	2019	25%	24%	66%	33%	52%	100%	-	100%	-	-	43%	*	66%	67%	55%	60%

Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	59%	85%	67%	65%	100%	-	100%	-	-	33%	-	88%	73%	59%	58%
	2019	75%	73%	95%	75%	93%	100%	-	100%	-	-	43%	*	96%	91%	88%	89%
At Meets Grade Level or Above	2021	36%	33%	69%	67%	30%	86%	-	96%	-	-	11%	-	68%	73%	36%	50%
	2019	44%	42%	71%	67%	36%	89%	-	79%	-	-	43%	*	72%	68%	46%	56%
At Masters Grade Level	2021	17%	17%	56%	44%	9%	71%	-	92%	-	-	11%	-	53%	67%	23%	42%
	2019	22%	20%	51%	17%	14%	68%	-	71%	-	-	43%	*	56%	36%	19%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	57%	84%	57%	86%	*	-	100%	-	-	38%	-	90%	57%	70%	70%
	2019	75%	76%	100%	100%	100%	100%	-	100%	-	-	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2021	36%	32%	58%	43%	50%	*	-	100%	-	-	13%	-	61%	43%	35%	40%
	2019	48%	52%	98%	89%	100%	100%	-	100%	-	-	80%	*	97%	100%	100%	100%
At Masters Grade Level	2021	21%	18%	37%	29%	36%	*	-	60%	-	-	0%	-	39%	29%	20%	30%
	2019	28%	33%	84%	67%	100%	92%	-	80%	-	-	40%	*	84%	83%	79%	89%
Grade 4 Writing																	
At Approaches Grade Level or Above	2021	53%	51%	83%	70%	64%	93%	-	100%	-	-	11%	-	86%	73%	55%	58%
	2019	67%	68%	90%	67%	86%	100%	-	96%	-	-	43%	*	91%	86%	80%	88%
At Meets Grade Level or Above	2021	27%	27%	63%	40%	27%	86%	-	88%	-	-	11%	-	63%	60%	14%	33%
	2019	35%	40%	68%	67%	29%	84%	-	81%	-	-	43%	*	71%	59%	44%	13%
At Masters Grade Level	2021	8%	9%	46%	10%	5%	71%	-	81%	-	-	11%	-	42%	60%	5%	25%
	2019	11%	15%	42%	25%	14%	37%	-	70%	-	-	29%	*	48%	27%	12%	0%

Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	70%	84%	63%	74%	87%	-	100%	-	-	14%	*	87%	69%	63%	80%
	2019	86%	89%	94%	100%	89%	100%	*	91%	-	*	67%	*	95%	90%	88%	73%
At Meets Grade Level or Above	2021	46%	41%	66%	38%	39%	73%	-	96%	-	-	14%	*	67%	62%	33%	40%
	2019	54%	60%	75%	75%	37%	100%	*	86%	-	*	27%	*	77%	71%	50%	53%
At Masters Grade Level	2021	30%	24%	57%	25%	26%	60%	-	92%	-	-	14%	*	57%	54%	21%	30%
	2019	29%	32%	58%	38%	26%	74%	*	71%	-	*	13%	*	63%	43%	22%	27%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	65%	85%	50%	76%	92%	-	100%	-	-	75%	*	87%	75%	64%	100%
	2019	90%	90%	98%	100%	90%	100%	*	100%	-	*	88%	*	98%	96%	94%	92%
At Meets Grade Level or Above	2021	44%	38%	70%	25%	57%	75%	-	93%	-	-	38%	*	71%	69%	48%	75%
	2019	58%	62%	79%	56%	60%	89%	*	97%	-	*	44%	*	82%	71%	53%	85%
At Masters Grade Level	2021	25%	20%	59%	25%	43%	50%	-	85%	-	-	38%	*	60%	56%	44%	67%
	2019	36%	41%	64%	33%	45%	63%	*	88%	-	*	6%	*	69%	50%	34%	46%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	50%	78%	50%	61%	80%	-	100%	-	-	29%	*	80%	69%	54%	60%
	2019	75%	72%	89%	100%	74%	100%	*	94%	-	*	60%	*	92%	81%	78%	80%
At Meets Grade Level or Above	2021	31%	22%	64%	25%	35%	73%	-	96%	-	-	14%	*	67%	46%	29%	30%
	2019	49%	45%	82%	75%	63%	95%	*	91%	-	*	40%	*	83%	81%	66%	73%
At Masters Grade Level	2021	13%	8%	51%	25%	17%	60%	-	85%	-	-	14%	*	52%	46%	21%	10%
	2019	24%	20%	48%	13%	21%	53%	*	71%	-	*	20%	*	55%	29%	19%	27%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	64%	100%	*	*	100%	-	100%	-	-	*	-	100%	100%	*	*
	2019	81%	80%	100%	*	*	100%	-	100%	-	-	*	-	100%	*	*	-
At Meets Grade Level or Above	2021	36%	29%	100%	*	*	100%	-	100%	-	-	*	-	100%	100%	*	*
	2019	47%	42%	100%	*	*	100%	-	100%	-	-	*	-	100%	*	*	-
At Masters Grade Level	2021	15%	10%	91%	*	*	70%	-	100%	-	-	*	-	92%	88%	*	*
	2019	21%	15%	97%	*	*	83%	-	100%	-	-	*	-	96%	*	*	-
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	38%	100%	-	*	100%	-	100%	-	-	*	*	100%	*	-	*
	2019	75%	68%	100%	-	*	100%	-	100%	-	*	*	*	100%	*	*	*
At Meets Grade Level or Above	2021	27%	10%	100%	-	*	100%	-	100%	-	-	*	*	100%	*	-	*
	2019	43%	24%	100%	-	*	100%	-	100%	-	*	*	*	100%	*	*	*
At Masters Grade Level	2021	12%	5%	93%	-	*	83%	-	100%	-	-	*	*	92%	*	-	*
	2019	17%	6%	100%	-	*	100%	-	100%	-	*	*	*	100%	*	*	*

However, we will continue looking at ways to analyze the data through various measures to evaluate learner growth and practices to ensure learner success.

Student Learning Strengths

- Even through the most difficult times of COVID-19, our learners did not fall so far behind
- Focusing on what our data and what it is showing us while being intentional when providing Tier-1 instruction ensures student growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to ensure high-quality Tier I instruction is taking place daily. **Root Cause:** Lack of understanding of what each essential standard requires the students to know and be able to do

Problem Statement 2 (Prioritized): There is a need to utilize small group instruction effectively **Root Cause:** The understanding of what small group instruction can be used for and the logistics of managing the other students during small group time

Problem Statement 3: There is a need for our learners to take ownership of their own learning **Root Cause:** Lack of consistent support for students' social-emotional well-being

School Processes & Programs

School Processes & Programs Summary

Due to the impact of COVID-19, CFB has focused on providing support through intentional instructional research-based practices, which show results when implemented correctly. As to meet throughout the school year to monitor progress, gather feedback and discuss any changes or modifications needed for instruction or safety practices. It is imperative that students, staff, and families all feel safe while on campus. Hence, all SRPs will be conducted monthly, as noted by the district and state, as they are crucial for all to stay safe during a crisis.

Throughout the school year, we, the McCoy staff, and our district safety personnel will practice, monitor, and revise as needed to improve our current safety procedures and protocols.

The CFB ISD Learning framework, the TEKS, and CFB ISD expectations promote collaboration, communication, creative thinking, critical thinking, information literacy, problem-solving, and social contribution.

McCoy Elementary collaborates as a Professional Learning Community to analyze ongoing data to determine responsive interventions and enrichment opportunities to meet all learners' individual academic and social-emotional needs. Teams collaborate during planning periods, monthly staff meetings, and SNAP meetings to individualize learning, monitor progress, and design future learning experiences. Specialized services are provided to meet specific identified learning needs, such as Special Education, Structured Learning, Multi-sensory Teaching Approach, English as a Second Language, and Gifted and Talented Intervention.

Professional development needs are determined based on demonstrated and observed requirements. Teachers are encouraged to attend district and out-of-district professional development to help build capacity. Multiple teacher leadership opportunities are offered at the campus and district levels.

School Processes & Programs Strengths

- Three-program campus: LEAP, General Education, & ABC in an open enrollment district
- K-5, 452 students
- All staff are certified in their respective area of work

- Staff feels the work they do is important.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to review and strengthen our social-emotional strategies taught and practiced campus-wide. **Root Cause:** Lack of consistent implementation with provided resources

Problem Statement 2 (Prioritized): There is a needs to have systems in place to close the opportunity gap for all students as all students need to make yearly growth. **Root Cause:** Lack of systems that align with the whole child model to meet our students' needs

Perceptions

Perceptions Summary

McCoy Elementary is a unique campus with a diverse student population as there are over five dominant languages spoken by many of our families: Urdu, Telugu, Tamil, Hindi, and Spanish. Our families speak other languages, but they are not the most dominant for our student population. In addition, to the various languages and cultures that represent McCoy's families, there are also three very different programs within McCoy's four walls. These programs draw families from all over the Dallas Ft. Worth Metroplex as they have heard about the high achievement of our LEAP program.

Not only does McCoy serve the most intellectual students, but we also serve the neighborhood students who live in the McCoy attendance zone. The last program we serve is our Academic Bridging Class (A, B, Class), a specialized program for high-functioning students with Autism. Students must receive a placement through an ARD Committee to attend this program.

Many of our parents are high achievers and want the best for their young scholars. Our parents know McCoy's reputation for high achievement and will wait for a spot to open just so their young scholars may attend.

In addition our parents want more ways to connect with the campus life and staff.

- a. Campus Demographics
- b. McCoy Elementary Social Media Facebook Data
- c. Upbeat Survey Spring 2022
- d. Parent Interviews

Perceptions Strengths

- a. Communicate consistently and often using Social Media, Newsletters via Parent Square, and McCoy Website.
- b. Increase customer service for every parent, student, and community member who enters or calls the school.
- c. Communication protocols with staff.
- d. Survey staff members about the attributes they look for when recommending this district as a good place to work.
- e. McCoy has a wonderful PTA

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to connect the students and families of the three programs in order to build a community **Root Cause:** Due to various cultural norms bridging the gap for families to interact is crucial

Problem Statement 2 (Prioritized): There is a need to provide more social gathers where families can come together to build friendships **Root Cause:** The distance that our families live makes it very difficult to connect and build relationship

Priority Problem Statements

Problem Statement 1: There is a need to establish and maintain strong, positive relationships between staff and students.

Root Cause 1: Barriers exist in which relationships have not been established and sustained for all learners.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to focus on the whole child model through the Multi-Tiered Systems of Support (MTSS) to ensure we meet the needs of all learners academically and socially-emotionally.

Root Cause 2: Students have barriers due to equity, teacher knowledge, and teacher-student relationships.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to ensure high-quality Tier I instruction is taking place daily.

Root Cause 3: Lack of understanding of what each essential standard requires the students to know and be able to do

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to utilize small group instruction effectively

Root Cause 4: The understanding of what small group instruction can be used for and the logistics of managing the other students during small group time

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a needs to have systems in place to close the opportunity gap for all students as all students need to make yearly growth.

Root Cause 5: Lack of systems that align with the whole child model to meet our students' needs

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to review and strengthen our social-emotional strategies taught and practiced campus-wide.

Root Cause 6: Lack of consistent implementation with provided resources

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to provide more social gathers where families can come together to build friendships

Root Cause 7: The distance that our families live makes it very difficult to connect and build relationship

Problem Statement 7 Areas: Perceptions

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
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: May 19, 2022







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 1st, 2023, African American students will increase their reading level by 5%.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP, STAAR, and Reading levels

Strategy 1 Details	Reviews			
Strategy 1: Provide tutoring that is focused and intentional weekly. Strategy's Expected Result/Impact: Student Assessments Staff Responsible for Monitoring: Classroom Teachers, Dyslexia Specialists Problem Statements: Student Learning 2 Funding Sources: Tutoring Materials - 199 General Budget - \$300, Stipend for teachers - 199-SCE State Comp Ed (SCE)	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 35%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: There is a need to utilize small group instruction effectively Root Cause: The understanding of what small group instruction can be used for and the logistics of managing the other students during small group time


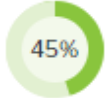




Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Beginning September 5th, 2022, all classroom teachers will receive monthly training on small group instruction facilitated by the content coaches, along with feedback from the administrators to increase student achievement.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Progress Monitoring, DCFAs, MAP and STAAR, walk-throughs

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide professional development on systems and strategies for small group instruction, organizations, and accountable talk.</p> <p>Strategy's Expected Result/Impact: RtI Meetings, Classroom observations, and feedback</p> <p>Staff Responsible for Monitoring: Campus Administrators, and Content Coaches,</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 45%		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: There is a needs to have systems in place to close the opportunity gap for all students as all students need to make yearly growth. Root Cause: Lack of systems that align with the whole child model to meet our students' needs</p>

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

Goal 1: By August 31st, 2022, ensure all students, staff, and parents understand the expectation of each crisis drill conducted for the first semester. By January 31st, repeat the training for the second semester as required by the district and the State of Texas.

Evaluation Data Sources: Campus Safety and Security Checklist, CIC Meetings , and Monthly Drills

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct Parent Education Training to discuss Safety Protocols during Parent University for the first semester and again during a parent education program the second semester.</p> <p>Strategy's Expected Result/Impact: Parents will understand what each drill means and what is expected from the staff and students.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Safety and Security Department Personnel</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Parent Education Meetings - 199 General Budget - \$100</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:







Perceptions
<p>Problem Statement 2: There is a need to provide more social gathers where families can come together to build friendships Root Cause: The distance that our families live makes it very difficult to connect and build relationship</p>

Guiding Objective 3: Optimize Community Engagement

Goal 1: Beginning August 9th, 2022, we will increase the number of programs for family engagement by one event bi-monthly for a minimum of five per year or an increase of 5%, such as curriculum nights, Parent University, Open House, and Chili Cook-off.

High Priority

Evaluation Data Sources: Data from PTA Membership Chair and prior year's membership numbers, the number of parents who sign up to participate in events







Strategy 1 Details	Reviews			
<p>Strategy 1: Increase events that are beneficial for parents to make connections with other families. Strategy's Expected Result/Impact: Increased number of families on campus Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture Funding Sources: - 199 General Budget - \$100</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 2: For the 2022-2023 school year, we will increase our number of PTA members by 10% over the prior year's number for the year.

High Priority

Evaluation Data Sources: Sign-in sheets from meetings, number of members per the district guidelines.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure Save the Dates and other communications have gone out to parents and the community promptly, so families have time to participate.</p> <p>Strategy's Expected Result/Impact: Increased number of families engaging in events.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: - 199 General Budget - \$100</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:








Perceptions
<p>Problem Statement 2: There is a need to provide more social gathers where families can come together to build friendships Root Cause: The distance that our families live makes it very difficult to connect and build relationship</p>

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

Goal 1: By August 22nd, 2022, implement a schoolwide Whole Child Model starting with the Strong Start routine to support all students' social-emotional well-being through support and research-based practices learned from Transcend.

High Priority

Evaluation Data Sources: Walk-throughs and feedback, resources from Transcend







Strategy 1 Details	Reviews			
<p>Strategy 1: On-going training for the staff on the Whole Child Model will begin the first week of professional development and commence monthly.</p> <p>Strategy's Expected Result/Impact: All staff will understand and use the Whole Child Model effectively starting with the strategy of Strong Start.</p> <p>Staff Responsible for Monitoring: All staff, and Transcend Design Team,</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Funding Sources: Banners, Frames, Posters and Plants - 199 General Budget - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%	 0%	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: Beginning August 3rd, 2022, through May 26th, 2023, conduct monthly meetings with the campus admin team and grade level team to discuss campus allocations, needs, and the budget before events.

High Priority

Evaluation Data Sources: Sign-in sheets, master calendar, meeting notes

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet once a month with the campus admin team and the campus team leaders. Strategy's Expected Result/Impact: The campus will be better organized and events Staff Responsible for Monitoring: Campus administrators and team leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: - 199 General Budget - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: There is a needs to have systems in place to close the opportunity gap for all students as all students need to make yearly growth. Root Cause: Lack of systems that align with the whole child model to meet our students' needs</p>

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Charlotte Thomas	Principal
Administrator	Timothy Mitchell	Assistant Principal
Classroom Teacher	Monica Johns	4th Teacher
Classroom Teacher	Tiffany Joel	Kindergarten Teacher
Business Representative	Yvette Kaplinsky	
Business Representative	JJ Jamadar	
Business Representative	Nicholas Gambill	Manager Canes Chicken
Non-classroom Professional	Lashandralyn Harrison	Counselor
Parent	Ruby Finney	Parent
Classroom Teacher	Ann Shafer	2nd Grade Teacher
Classroom Teacher	Laura Ford	5th Grade Teacher
Classroom Teacher	Jennifer Sharp	PE Teacher
Classroom Teacher	Heidi Caywood	3rd Grade Teacher
Classroom Teacher	Rochele Venable	Dyslexia Specialist
Parent	Amy Talbert	Parent
Parent	Ashish Vaidya	Parent
Parent	Deshanna Kidd	Parent
Parent	Pamela Kendzierski	Parent
Parent	Purvi Vaidya	Parent

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$0.00
Grand Total Spent					\$0.00
+/- Difference					\$0.00