

Georgetown Independent School District
Mccoy Elementary School
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCoy Elementary serves students PK-5th grade with a variety of special programs and services. As of 7/10/23 (end of 22-23' school year), McCoy has 545 students enrolled with a 26% representation of economically disadvantaged students. This is an increase of 5% from the previous school year.

McCoy's demographic by ethnicity is as follows:

White/Non-Hispanic	65%
Hispanic	23%
Black/African American	4%
Multi Race	4%
Asian/Pacific	3%
American Indian	0%

McCoy has a variety of specialized programs that serve approximately 5% of the students in Special Education. On site we have a Behavioral Communications and Skills Classroom (BCS), and Independent learning Classroom (ILC). According to the end of year PIEMS data, 25% of McCoy students were receiving Special Education services (including resource/inclusion, speech, related services, and any special program support). This is a 5% increase from the previous year.

Currently there are 12 students who are identified as Emergent Bilingual (EB) and are serviced through EB federal supports which is an increase from 3 students from the previous school year.

10% of our student population receives services from the gifted and talented program.

Demographics Strengths

McCoy has a diverse and welcoming community. Student and family cultures and traditions are celebrated within the classroom. As a campus with a high special education population, all scholars know that each child is unique and special in their own way. Differences and exceptionalities are celebrated amongst peers.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers need more training on specific instructional strategies to better target individual student needs such as Emergent bilingual students and students receiving dyslexia/special education services. **Root Cause:** McCoy's special pop groups such as Emergent Bilingual students and Special Education continues to increase.

Student Learning

Student Learning Summary

Student progress in Reading was tracked using Amplify/mClass DIBELs. Percentages for K-5 growth of at or above grade level are below:

Grade Level	BOY- at or above grade level	EOY- at or above grade level
K	30%	44%
1	49%	65%
2	58%	69%
3	68%	67%
4	63%	53%
5	62%	67%

As of 7/12/23- there have not been any official STAAR scores for grades 3-5. However, there have been preliminary results that have been categorized as (1)=Likely to pass, (2) Zone of Uncertainty, and (3) Likely to not pass. Using information and reference materials provided, the results are as follows:

Here are those preliminary scores based on the zones****THESE ARE CALCULATIONS AND NOT FINAL*****

Grade	Subject	likely did not pass	bottom half zone of Unc.	top half zone of Unc.	Likely to pass
3rd	Rdg.	<1%	5%	19%	74%
	Math	0%	15%	28%	89%
4th	Rdg.	5%	20%	12%	63%
	Math	4%	17%	14%	65%
5th	Rdg.	4%	11%	8%	77%
	Math	3%	2%	18%	59%
	Sci.	8%	16%	25%	51%



Student Learning Strengths

McCoy's primary grades show a positive growth rate in performing at or above grade level. As we continue in the science of reading instruction, research based practices have been implemented and observed.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student's continue to struggle in meeting the expected grade level growth rates reading comprehension and fluency in the upper grade bands. **Root Cause:** Based on data, fourth grade demonstrated a decrease in academic performance in both math and reading. In this grade level, there was a change in staffing due to a teacher leaving. This created bigger class sizes and classroom dynamics for the remainder of the year. A long term sub was hired and brought in to support.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

School Processes & Programs Strengths

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Most after school events and clubs are ran by the same group of teachers and staff. An efficient process needs to be created for sponsor sign up in hopes to gain more sponsors **Root Cause:** Due to the highly involved families at McCoy- there can be times where teachers and families struggle with balance between academics, family, extra curricular activities, clubs, and events

Perceptions

Perceptions Summary

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

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

As for staff retention- McCoy had very little turnover between the 22-23 and the 23-24 school year. Most to all moves were due to staff moving up in the district as coordinators, digital learning coaches, and learning design coaches. As well as personal moves out of town that created the need to leave McCoy. The culture within not just the McCoy staff, but also the McCoy community is positive and student focused.

Perceptions Strengths

McCoy has a strong culture of togetherness and student success. Parental and family involvement is very high on campus for any school or after school event.

Students are very diverse in experiences and they are able to demonstrate GISD's Learner Profile attributes through their actions as well as demonstrating understanding the Learner Profile on the Student Experience Survey

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the parent survey, 16% of parents did not agree with the statement " the school keeps me well informed about my child's progress in school".

Root Cause: There is a lack of understanding and parent training around the Standards Based Report Card. There is also a struggle in how to communicate the SBRC clearly to parents amongst the teachers

Priority Problem Statements

Goals

Goal 1: Student Learning, Growth and Progress

Georgetown ISD students engage in challenging, inquiry-based, personalized learning experiences that result in their becoming competent, confident, independent learners. Students find meaning and value in the work provided - work that results in all students learning what's expected. Instruction, assessment, and intervention are aligned in support of student learning and growth. Learning progress is reflected in a way that makes it possible for all to understand the degree to which students are mastering content, meeting standards, and developing attributes in the GISD Learner Profile. Resources are provided to support students' varying abilities and interests, and to help them develop habits of lifelong learners. Students think about and plan for their future and are prepared for postsecondary education and the workforce.

Performance Objective 1: In GISD, instruction, assessment, and intervention are aligned.

Evaluation Data Sources: See addendum

Goal 1: Student Learning, Growth and Progress





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Performance Objective 2: In GISD, we monitor progress toward students' mastery of the content, meeting standards, and developing attributes in the Learner Profile.

High Priority

Evaluation Data Sources: mClass/Amplify (Reading) (see addendum)
 MAP (math)(see addendum)
 Interim STAAR (3-5 ELAR/M/Sci)
 Unit Assessments
 Student Experience Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: During weekly Professional Learning Community (PLC) meetings, student data will be analyzed to determine what standards students will need intervention and/or enrichment</p> <p>Strategy's Expected Result/Impact: Scholars will receive intentional and timely intervention to then result in a better understanding of the standards and content</p> <p>Staff Responsible for Monitoring: Principal Learning Design Coach Classroom teachers Interventionists/SpEd and Dyslexia teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	July





Strategy 2 Details	Reviews			
<p>Strategy 2: McCoy will work with the pilot elementary schools to plan out Learner Profile lessons using the Capturing Kids Hearts curriculum. McCoy will continue to recognize Scholars monthly based on demonstrated attributes and model behavior</p> <p>Strategy's Expected Result/Impact: Scholars will continue to grow in the learner profile Attributes. This growth will be measured through the Student Experience Survey (fall and spring) data</p> <p>Staff Responsible for Monitoring: Principal Counselor Process Champions</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 3: GISD students are prepared for postsecondary education and the workforce.

Evaluation Data Sources: Staff, student, and community feedback forms showed that the majority of participants enjoyed the 2023 Career Fair and were hopeful for career day to become a yearly event





Strategy 1 Details	Reviews			
<p>Strategy 1: McCoy will design a week long theme of career and future possibilities for our students. We will also host another career day for all grade levels to participate in.</p> <p>Strategy's Expected Result/Impact: Scholars will continue to learn about different careers that correlate with their interests.</p> <p>Staff Responsible for Monitoring: McCoy Counselor Social Studies Vertical Team</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 4: GISD students demonstrate excellence in the state's academic standards and the GISD Learner Profile attributes.

Evaluation Data Sources: mClass/Amplify (Reading) (see addendum)
 MAP (math)(see addendum)
 2023 STAAR results (See addendum once received)
 Unit Assessments
 Student Experience Survey results (see addendum)





Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly teacher led Professional Learning Community meetings will be held to discuss and disaggregate student data and progress</p> <p>Strategy's Expected Result/Impact: McCoy's scholars will receive aligned instruction within the classroom, be assessed through common assessments, and then provided intervention and reteach identified through the data created</p> <p>Staff Responsible for Monitoring: Principal Learning Design Coach Interventionist</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: McCoy scholars will have opportunities to participate in STEM activities, science labs, after school clubs, and weekly learner profile lessons</p> <p>Strategy's Expected Result/Impact: Scholars will gain knowledge in the district's learner profile and how it can be applied to their daily lives and interests</p> <p>Staff Responsible for Monitoring: Staff members/club sponsors Classroom teachers</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Student and Staff Well-Being

Georgetown ISD's students want to come to school. They are treated with respect and are respectful to each other and to adults. Students feel Georgetown schools and classrooms are physically and psychologically safe places where fear of harm, harassment or demeaning comments is negligible. Caring adults advocate for students and help them make healthy, safe choices. GISD students have access to guidance and mental health support and resources. Students participate in extracurricular activities and academic support opportunities. Student growth in their adaptability, perseverance, and personal responsibility is evident. GISD's employees find meaning and value in their work. Staff feel physically and psychologically safe and have the resources they need to succeed in their role. Georgetown ISD employees feel connected to their colleagues, their district, and their community, and resources exist to support staff wellness.

Performance Objective 1: GISD students are treated with respect and are respectful to each other and to adults.

Evaluation Data Sources: Learner Profile Survey Results (see addendum)
Quantitative and qualitative data collected by our MTSS (behavior) team





Strategy 1 Details	Reviews			
<p>Strategy 1: As a Capturing Kids Hearts showcase school, McCoy will continue to use the CKH practices and implement CKH lessons weekly in all classrooms.</p> <p>Strategy's Expected Result/Impact: There will be an increase in the usage of common language between scholar:scholar, Scholar: Educator, and Educator:Educator conversations</p> <p>Staff Responsible for Monitoring: Process Champions Principal School Counselor</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will continue to earn "PAW"sitive referrals and learner profile bucks for acts that exhibit leadership and other learner profile attributes</p> <p>Strategy's Expected Result/Impact: Students will continue to see themselves as leaders of their community and school environment</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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Performance Objective 2: GISD employees find meaning and value in their work.

Evaluation Data Sources: According to the 2023 Staff Survey, all McCoy staff agreed they felt valued by their supervisor, felt safe at work, as well as felt welcomed at work.





Strategy 1 Details	Reviews			
<p>Strategy 1: Principal, PTA, and other campus committees will continue to work together to find ways to honor and thank McCoy staff monthly. Examples are : Quarterly luncheons, Mental and Emotional Health focused Professional Learning Community meetings for staff (this is continued from the 22-23 school year), Support in the classroom and school community from the PTA, continued support in learning for staff based on interest and content focus</p> <p>Strategy's Expected Result/Impact: Increased Efficacy amongst staff inside and outside the classroom/school building</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will be highlighted weekly and monthly for great ideas in the classroom and other positive acts</p> <p>Strategy's Expected Result/Impact: Teachers and staff continue to feel appreciated through recognition of the work that sometimes goes unseen</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 3: Students feel GISD schools and classrooms are physically and psychologically safe.

Evaluation Data Sources: According to the 2023 student Learner profile Survey, McCoy scholars rated themselves higher in feeling safe in class and enjoy coming to school than the district average.
 McCoy's discipline records show that only 2.3% of the students received any form of formal discipline.
 McCoy's Attendance rate was 95% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: As a Capturing Kids Hearts showcase school, McCoy will continue to use the CKH practices and Learner Profile lessons weekly during SEL time within the classroom's daily schedule.</p> <p>Strategy's Expected Result/Impact: Improved ratings on the Learner Profile survey for students in regards to feeling safe during conflict with a peer</p> <p>Staff Responsible for Monitoring: School Counselor Process Champions Principal Assistant Principal</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Emergent Tree strategies (brag boards) will be used throughout common areas, classrooms, and grade level hallways to track student positive feedback.</p> <p>Strategy's Expected Result/Impact: Student feedback will increase 5% throughout the school environment.</p> <p>Staff Responsible for Monitoring: Assistant Principal Emergent Tree/Behavior MTSS team</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Staff Recruitment and Retention





Georgetown ISD actively recruits, attracts, and retains employees who embrace the organization's vision, mission, beliefs, and norms. A culture of engagement and continuous professional growth exists that includes peer connection, support, and collaboration. The district offers an attractive, inviting, and safe work environment as well as competitive compensation and benefits.

Recruitment and induction systems are utilized to attract, support, and retain new and existing employees. Induction takes place over time; however, initial orientation and induction experiences are focused on developing an understanding of, and appreciation for, the core business of the district. Professional learning experiences engage adult learners and include opportunities for staff to collaborate with and learn from colleagues. Professional learning communities thrive throughout the organization.

Performance Objective 1: GISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

Evaluation Data Sources: Staff Experience Survey Results

Feedback from staff to principals throughout the year- collected through surveys, 1:1 teacher discussions and team meetings





Strategy 1 Details	Reviews			
<p>Strategy 1: When McCoy has to hire new staff, district priorities, vision, mission, and beliefs will be a part of the interview process. Throughout the year, we will pair new teachers with experienced staff who exhibit GISD beliefs within their classroom and daily lives.</p> <p>Strategy's Expected Result/Impact: Retainment of staff will continue to remain high at McCoy due to the strong relationships and bonds between staff members and the school community.</p> <p>Staff Responsible for Monitoring: Principal Assistant principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Community and Connectivity

Georgetown ISD staff and school board trustees serve as community leaders who establish effective relationships with parents and other key leaders in the community in support of students and schools. Parents and community members feel welcome and invited in our schools and are advocates for the district's needs. As our community experiences growth and change, the district fosters cohesiveness through strategically aligned partnerships. The district is responsive to its community, adaptable to changing needs, and transparent with reporting progress and providing access to information.

Performance Objective 1: GISD is transparent with reporting progress and providing access to information.

Evaluation Data Sources: Agendas and notes from conferences between teacher and parent
 Agendas and Notes from Coffee with the Principal meetings that are held every first Tuesday of the month
 85% of McCoy parents are either neutral or agree that the school keeps them well informed on their students academics.
 89% of McCoy parents are either neutral or agree that the school communicates any needed information with them.





Strategy 1 Details	Reviews			
<p>Strategy 1: McCoy principal and Teachers will keep parents informed on campus and student learning and support the parent's needs of understanding the standards based report card</p> <p>Strategy's Expected Result/Impact: Parents will have a better understanding of where their child is academically as well as have more clarity around the GISD's standards based report card</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly parent communication will be sent with upcoming dates and school information</p> <p>Strategy's Expected Result/Impact: Parents will feel connected to McCoy and have knowledge of upcoming events</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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Performance Objective 2: GISD staff and school board trustees establish effective relationships with parents and other key community leaders in support of students and schools.

Evaluation Data Sources: Parent and community experience survey data
Qualitative data/feedback provided during parent and community meetings (PTA, coffee with the principals, Site Base committee meetings)

Strategy 1 Details	Reviews			
<p>Strategy 1: Community leaders and GISD leadership will be invited to McCoy events and performances throughout the school year.</p> <p>Strategy's Expected Result/Impact: Increased involvement and understanding from the community about what all McCoy scholars get to experience in a school day</p> <p>Staff Responsible for Monitoring: McCoy Campus Staff</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





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Performance Objective 3: Parents and community members feel welcome and invited in GISD schools.

Evaluation Data Sources: Parent and community experience survey data

Qualitative data/feedback provided during parent and community meetings (PTA, coffee with the principals, Site Base committee meetings)

Strategy 1 Details	Reviews			
<p>Strategy 1: Transparent and clear communication about school events, academic progress, and district priorities, the McCoy principal and Assistant principal will hold monthly "coffee with the principals" meetings as well as send out weekly newsletters.</p> <p>Strategy's Expected Result/Impact: McCoy campus leadership will continue to have a close relationship with parents and the McCoy community</p> <p>Staff Responsible for Monitoring: Principal Assistant principal</p>	Formative			Summative
	Oct	Jan	Apr	July
Strategy 2 Details	Reviews			
<p>Strategy 2: McCoy will explore ways to celebrate cultures represented with the school community</p> <p>Strategy's Expected Result/Impact: Bring awareness to cultural differences and provide intentional cultural learning experiences.</p> <p>Staff Responsible for Monitoring: Social Studies Committee Campus leadership team</p>	Formative			Summative
	Oct	Jan	Apr	July
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Addendums

Priority Area	Student Learning, Growth and Progress		
Priority Objective Desired State (What do you need to be come in order to accomplish the objective? What system needs to exist in order to accomplish the objective?)	Instruction, assessment, and intervention are aligned		
	McCoy's desired outcome- Timely interventions driven by common formative assessments		
2023 Q1: (Aug - Oct)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide	Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
Common understanding amongst teachers as to what is driving intervention and the why behind it	Surveys, discussions,		onboarding teachers to Stemsscopes (fluency), Amplify (fluency). Create surveys for teachers to see thoughts on interventions being provided currently at McCoy to help determine next steps
teachers bring common assessment data to collaborate during PLC for intervention groups	PLC discussions, Observations		3-5 math teachers will bring common assessment data from their first unit (stemsscopes)
Tier 2 & 3 Intervention groups are fluid and driven by common assessments	Rti/MTSS data sheets updated each data dig PLC		(1) Create a PLC schedule that agenda's intentional time to data for common assessments as well as time to look at reassessment data after intervention is provided. (2) design aligned interventions based on skills/standards identified as areas of need from common assessment data
Delivery of aligned instruction	Classroom observations		teams will identify priority standards within each unit. We need to continue the math labs (in collaboration with the curriculum coordinators)
2023 Q2: (Nov - Jan)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide	Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		
2023 Q3: (Feb - April)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide	Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.		Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		

teachers leading discussions			
2023 Q4: (May - July)			
Evidence: What will you see and/or observe and how will you gather the evidence? Evidence Thinking Guide		Findings / Current State What is the state of your system as it relates to the evidence you are looking for? This should inform your priority work.	Priority Work: In response to evidence collected and what you desired state is, what actions do you need to take, what do you need to do?
What?	How to gather?		

Comparing Populations: DIBELS 8th Edition

View	Population	Time	Measure			
Segment Results by: School Report Level: Account Grade Divider: On Display Data As: Percentage	Show Students Enrolled: On Test Day Grade: All Grades District: Georgetown ISD School: McCoy Elementary	School Year: 2022-2023 Period: All Periods	Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels			
School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students	
GEORGETOWN ISD Current as of 06/03/2023						
Grade K	Reference Data Reference Point: Account					
	22-23 BOY	322(37%)	198(23%)	162(19%)	184(21%)	866
	22-23 MOY	334(39%)	181(21%)	199(23%)	147(17%)	861
	22-23 EOY	273(31%)	146(17%)	275(31%)	190(21%)	884
McCoy Elementary	22-23 BOY	24(35%)	17(25%)	10(14%)	18(26%)	69
	22-23 MOY	24(35%)	15(22%)	16(24%)	13(19%)	68
	22-23 EOY	25(35%)	15(21%)	19(27%)	12(17%)	71
Grade 1	Reference Data Reference Point: Account					
	22-23 BOY	321(36%)	168(19%)	198(22%)	202(23%)	889
	22-23 MOY	382(41%)	153(17%)	216(23%)	172(19%)	923
	22-23 EOY	270(30%)	127(14%)	256(28%)	255(28%)	908
McCoy Elementary	22-23 BOY	19(27%)	17(24%)	16(23%)	18(26%)	70
	22-23 MOY	19(28%)	17(24%)	19(27%)	15(21%)	70
	22-23 EOY	11(16%)	13(19%)	21(31%)	23(34%)	68
Grade 2	Reference Data Reference Point: Account					
	22-23 BOY	346(37%)	117(13%)	243(26%)	220(24%)	926
	22-23 MOY	346(36%)	143(15%)	236(25%)	228(24%)	953
	22-23 EOY	296(31%)	143(15%)	233(25%)	278(29%)	950
McCoy Elementary	22-23 BOY	19(24%)	14(18%)	19(24%)	28(34%)	80
	22-23 MOY	18(23%)	10(13%)	27(33%)	25(31%)	80
	22-23 EOY	19(23%)	7(8%)	23(28%)	34(41%)	83

Grade 3		Reference Data Reference Point: Account				
	22-23 BOY	261(28%)	147(16%)	272(29%)	249(27%)	929
	22-23 MOY	314(34%)	126(13%)	301(32%)	197(21%)	938
	22-23 EOY	275(30%)	138(15%)	193(21%)	323(34%)	929
McCoy Elementary	22-23 BOY	10(14%)	13(18%)	30(42%)	19(26%)	72
	22-23 MOY	13(18%)	11(15%)	31(43%)	17(24%)	72
	22-23 EOY	13(19%)	10(14%)	24(34%)	23(33%)	70
Grade 4		Reference Data Reference Point: Account				
	22-23 BOY	210(23%)	195(21%)	392(43%)	118(13%)	915
	22-23 MOY	249(27%)	131(14%)	255(28%)	278(31%)	913
	22-23 EOY	280(30%)	188(21%)	239(26%)	209(23%)	916
McCoy Elementary	22-23 BOY	15(15%)	22(22%)	45(46%)	17(17%)	99
	22-23 MOY	15(15%)	15(15%)	29(29%)	40(41%)	99
	22-23 EOY	24(24%)	23(23%)	27(27%)	26(26%)	100
Grade 5		Reference Data Reference Point: Account				
	22-23 BOY	291(32%)	194(22%)	282(31%)	135(15%)	902
	22-23 MOY	333(36%)	150(16%)	281(30%)	163(18%)	927
	22-23 EOY	357(38%)	107(11%)	184(20%)	288(31%)	936
McCoy Elementary	22-23 BOY	15(16%)	20(22%)	35(38%)	22(24%)	92
	22-23 MOY	18(19%)	15(16%)	33(36%)	27(29%)	93
	22-23 EOY	18(19%)	13(14%)	17(18%)	47(49%)	95

Math

McCoy Elementary

Grade	FALL 2022-2023 ACHIEVEMENT					SPRING 2022-2023 ACHIEVEMENT					Number of Students		
	Median Percentile	Achievement Percentiles				Median Percentile	Achievement Percentiles						
K	67th	6%	14%	19%	28%	33%	65th	8%	12%	19%	33%	28%	67
Grade 1	65th	9%	16%	19%	31%	25%	71st	6%	10%	22%	35%	27%	68
Grade 2	73rd	3%	12%	20%	31%	34%	74th	6%	8%	10%	37%	39%	80
Grade 3	66th	3%	21%	24%	37%	15%	61st	9%	15%	24%	34%	18%	67
Grade 4	75th	6%	5%	14%	31%	44%	68th	6%	11%	23%	26%	34%	96
Grade 5	75th	10%	11%	11%	39%	29%	64th	12%	17%	18%	30%	23%	90

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

McCoy ES

Early Literacy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 54% to 59% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
54%	COVID	55% (64%)	56% (66%)	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	*	45%	56%	-	*	-	*	46%	31%	*	*	53%	55%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	*	48% (47%)	57% (69%)	-	*	-	*	49% (29%)	36% (40%)	*	*	55% (64%)	57% (-)
2022	*	51% (43%)	59% (72%)	-	*	-	*	52% (29%)	41% (25%)	*	*	57% N/A	58% (66%)
2023	*	55%	60%	-	*	-	*	56%	47%	*	*	59%	60%
2024	*	59%	62%	-	*	-	*	59%	55%	*	*	61%	61%
2025	*	63%	63%	-	*	-	*	63%	63%	*	*	63%	63%

Early Numeracy Board Outcome Goal (DRAFT)

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 44% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022	2023	2024	2025 (Target)
44%	COVID	45% (46%)	47% (62%)	48%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	*	29%	47%	-	*	-	*	50%	6%	*	*	45%	40%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	*	34% (33%)	50% (47%)	-	*	-	*	52% (14%)	10% (20%)	*	*	48% (46%)	44% (-)
2022	*	40% (38%)	53% (67%)	-	*	-	*	55% (29%)	15% (42%)	*	*	51% N/A	48% (62%)
2023	*	46%	56%	-	*	-	*	57%	25%	*	*	55%	53%
2024	*	54%	59%	-	*	-	*	60%	39%	*	*	59%	58%
2025	*	63%	63%	-	*	-	*	63%	63%	*	*	63%	63%

McCoy ES

Early Literacy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 54% to 59% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
54%	COVID	55% (64%)	56% (66%)	57% (58%)	58%	59%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	-	45%	56%	-	-	-	-	46%	31%	-	-	53%	55%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	48% (47%)	57% (69%)	-	-	-	-	49% (29%)	36% (40%)	-	-	55% (64%)	57% (-)
2022	-	51% (43%)	59% (72%)	-	-	-	-	52% (29%)	41% (25%)	-	-	57% N/A	58% (66%)
2023	-	55% (67%)	60% (54%)	-	- (75%)	-	- (100%)	56% (21%)	47% (46%)	-	-	59% N/A	60% (58%)
2024	-	59%	62%	-	-	-	-	59%	55%	-	-	61%	61%
2025	-	63%	63%	-	-	-	-	63%	63%	-	-	63%	63%

Early Numeracy Board Outcome Goal

The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 44% to 51% by August 2025.

Yearly Target Goals

2019 (Baseline)	2020	2021 (Actual)	2022 (Actual)	2023 (Actual)	2024	2025 (Target)
44%	COVID	45% (46%)	47% (62%)	48% (46%)	50%	51%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	-	29%	47%	-	-	-	-	50%	6%	-	-	45%	40%
2020 (COVID)	-	-	-	-	-	-	-	-	-	-	-	-	-
2021	-	34% (33%)	50% (47%)	-	-	-	-	52% (14%)	10% (20%)	-	-	48% (46%)	44% (-)
2022	-	40% (38%)	53% (67%)	-	-	-	-	55% (29%)	15% (42%)	-	-	51% N/A	48% (62%)
2023	-	46% (58%)	56% (43%)	-	- (50%)	-	- (100%)	57% (26%)	25% (31%)	-	-	55% N/A	53% (46%)
2024	-	54%	59%	-	-	-	-	60%	39%	-	-	59%	58%
2025	-	63%	63%	-	-	-	-	63%	63%	-	-	63%	63%