

Carrollton-Farmers Branch Independent School District

McKamy Elementary

2023-2024 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: July 27, 2023

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 2022, the student population was 45% Hispanic, 40% 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 2023, McKamy had approximately 526 students. Our economically disadvantaged percentage was 82%. Additionally, 36% of our students are emerging bilingual, up from 20% last school year, 16% in special education, and 2.6% identified as gifted and talented. Additionally, 82% of our students are identified as economically disadvantaged and 58% at risk. Our attendance % has varied over the last few years. 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 16.7%. The district averages are 12.5% and the state is 13.6%.

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 is 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.
- 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 55 emergent bilingual newcomers from Venezuela. Some students 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 of 92%, which increased from last school year. **Root Cause:** The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders.

Problem Statement 3: Our gift and talented population is 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:

2023 EOY Reading Levels

Grade Level	Below-Level	Approaching/On Grade-Level
Kindergarten	25%	75%
1st grade	33%	67%
2nd grade	30%	70%
3rd grade	32%	68%
4th grade	38%	62%
5th grade	41%	59%

STAAR 2022

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%

McKamy Elementary	55	1517	78.18%	41.82%	25.45%
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%
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

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%

McKamy Elementary	69	1349	47.83%	24.64%	5.80%
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%
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

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%

McKamy Elementary	45	3502	40%	20%	6.67%
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 2023

	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	33	N/A	N/A	N/A	N/A	87%	12%	0%	0%
1st	24	N/A	N/A	N/A	N/A	54%	41%	4%	0%
2nd	26	N/A	N/A	N/A	N/A	61%	23%	6%	0%
3rd	34	N/A	N/A	N/A	N/A	23%	53%	17%	2%
4th	25	N/A	N/A	N/A	N/A	52%	28%	16%	4%
5th	32	N/A	N/A	N/A	N/A	37%	21%	31%	9%

Moving to the 23-24 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 W.I.N. Time
- Spring 2023 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.
- 76% of Kindergartners ended the year approaching, meeting, or above grade level.
- 4th and 5th grade met their observed growth according to MAP in Science.

Problem Statements Identifying Student Learning Needs

- Problem Statement 1 (Prioritized):** 38% of Kindergartners, 3rd and 4th graders met their projected MAP growth projection for Reading. **Root Cause:** A combination of students not reading on grade level, and phonics knowledge.
- Problem Statement 2 (Prioritized):** 38% of 2nd, 4th, and 5th graders met their projected MAP growth projection for Math. **Root Cause:** Students lack mathematical and computational fluency.
- Problem Statement 3:** Historically, students receiving Special Education Services have scored significantly below their general education peers in reading, math, and science. **Root Cause:** The focus is on IEP goals.
- Problem Statement 4:** More students are at the beginning level than the previous year according to TELPAS composite scores. **Root Cause:** Our newcomer student population has increased within the last year.

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 CFB. 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, TCRWP 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. 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 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.

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 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 Attitude 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 2022-23 indicated that 95% of staff feel that they can trust the Principal, 90% of staff believe that parents and teachers at my school work together as partners, 90% 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, 95% 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): 67% of teachers feel like rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class. **Root Cause:** Some teachers don't understand the why behind certain behavior processes and consequences.

Problem Statement 2 (Prioritized): W.I.N. Time is in place for each grade, level but there is inconsistent implementation of intervention time by grade level. **Root Cause:** A need to review the W.I.N. process should happen so that teams are clear on the process.

Problem Statement 3 (Prioritized): More events are needed to bridge the relationships between home and school. **Root Cause:** The school should have more events to help get families involved.

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): 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 55 emergent bilingual newcomers from Venezuela. Some students 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 2: McKamy has an average daily attendance of 92%, which increased from last school year.

Root Cause 2: The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some students lack the necessary emotional skills to control and regulate their emotions.

Root Cause 3: The students have not been taught replacement behaviors necessary to control their emotions.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Student trauma has caused severe behavior escalations.

Root Cause 4: Adverse childhood experiences in students are high.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: W.I.N. Time is in place for each grade, level but there is inconsistent implementation of intervention time by grade level.

Root Cause 5: A need to review the W.I.N. process should happen so that teams are clear on the process.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: 38% of Kindergartners, 3rd and 4th graders met their projected MAP growth projection for Reading.

Root Cause 6: A combination of students not reading on grade level, and phonics knowledge.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 38% of 2nd, 4th, and 5th graders met their projected MAP growth projection for Math.

Root Cause 7: Students lack mathematical and computational fluency.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 67% of teachers feel like rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class.

Root Cause 8: Some teachers don't understand the why behind certain behavior processes and consequences.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: More events are needed to bridge the relationships between home and school.

Root Cause 9: The school should have more events to help get families involved.

Problem Statement 9 Areas: School Processes & Programs

Guiding Objectives






Revised/Approved: August 3, 2023







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2024, 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			
<p>Strategy 1: Use ELA coaches to train teachers on revised phonics strategies to help students read. Use phonics assessments and F&P assessment data to plan small-group instruction.</p> <p>Strategy's Expected Result/Impact: Reading levels improve.</p> <p>Staff Responsible for Monitoring: Principal/Instructional Coaches</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase RazKids, Learning A to Z, Flocabulary, Classkick, Scholastic News as supplemental technological programs to help students with comprehension, reading skills, and and fluency and student headphones so students can effectively use the programs.</p> <p>Strategy's Expected Result/Impact: Student reading levels improve.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Technology purchases - 211 Title I - 211-11-6395-00-124-99-000 - \$6,209</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Hire 3 small group teachers to help reinforce essential knowledge and skills and close achievement gaps of identified students.</p> <p>Strategy's Expected Result/Impact: Student achievement improves.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2</p> <p>Funding Sources: Pay small group teachers. - 211 Title I - 211-11-6117-00-124-30-000 - \$25,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase classroom reading materials for students including read aloud books, classroom library books, math, science and social studies books that create windows, mirrors and sliding glass doors.</p> <p>Strategy's Expected Result/Impact: Students are able to read diverse books and improve their reading levels.</p> <p>Staff Responsible for Monitoring: ELA Coaches</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Books - 211 Title I - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:







Demographics
<p>Problem Statement 1: Between Oct-May, McKamy Elementary enrolled 55 emergent bilingual newcomers from Venezuela. Some students 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.</p>
Student Learning
<p>Problem Statement 1: 38% of Kindergartners, 3rd and 4th graders met their projected MAP growth projection for Reading. Root Cause: A combination of students not reading on grade level, and phonics knowledge.</p> <p>Problem Statement 2: 38% of 2nd, 4th, and 5th graders met their projected MAP growth projection for Math. Root Cause: Students lack mathematical and computational fluency.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, 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			
<p>Strategy 1: Provide supplemental programs and services including: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, and Emergent Bilingual Support.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$142,200, Title I Instructional Coach - 211 Title I - 211-11-6119-00-124-30-000 - \$106,841</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2024, 65% or more of students in grades K-5 will meet their projected growth goal according to the Math MAP test.

High Priority

Evaluation Data Sources: MAP Math Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Refine W.I.N. time to meet the needs of all students to provide intervention for students who have not learned essential skills.</p> <p>Strategy's Expected Result/Impact: Student achievement improves.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/Instructional Coach</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:







Student Learning
<p>Problem Statement 2: 38% of 2nd, 4th, and 5th graders met their projected MAP growth projection for Math. Root Cause: Students lack mathematical and computational fluency.</p>
School Processes & Programs
<p>Problem Statement 2: W.I.N. Time is in place for each grade, level but there is inconsistent implementation of intervention time by grade level. Root Cause: A need to review the W.I.N. process should happen so that teams are clear on the process.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2024, 65% or more of students in grades K-5 will meet their projected growth goal according to the Reading MAP test.

High Priority

Evaluation Data Sources: MAP Reading Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Use Collaborative Team Time (CTT) to determine essential standards and use data to plan reading and mathematics.</p> <p>Strategy's Expected Result/Impact: Student achievement improves.</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal/Instructional Coach</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4 Problem Statements:







Student Learning
<p>Problem Statement 1: 38% of Kindergartners, 3rd and 4th graders met their projected MAP growth projection for Reading. Root Cause: A combination of students not reading on grade level, and phonics knowledge.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By May 2024, 65% or more of students in 4th and 5th grade will meet their projected growth goal according to the Science MAP test.

High Priority

Evaluation Data Sources: MAP Science Growth Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement focused tutoring and extended tutoring as needed to help students who need additional intervention. Strategy's Expected Result/Impact: Student achievement improves. Staff Responsible for Monitoring: Principal/Coaches Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use the progress learning component to reinforce 3rd and 4th grade TEKS that are not yet mastered. Strategy's Expected Result/Impact: The students will meet their goal. Staff Responsible for Monitoring: The principal and 5th grade teachers. Problem Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5 Problem Statements:

Demographics
<p>Problem Statement 1: Between Oct-May, McKamy Elementary enrolled 55 emergent bilingual newcomers from Venezuela. Some students 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.</p>
Student Learning
<p>Problem Statement 1: 38% of Kindergartners, 3rd and 4th graders met their projected MAP growth projection for Reading. Root Cause: A combination of students not reading on grade level, and phonics knowledge.</p>





School Processes & Programs

Problem Statement 2: W.I.N. Time is in place for each grade, level but there is inconsistent implementation of intervention time by grade level. **Root Cause:** A need to review the W.I.N. process should happen so that teams are clear on the process.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By May 2024, 100% of 3rd-5th grade students will improve thier organization skills using AVID strategies, specifically the O, in WICOR.

Evaluation Data Sources: Planner checks and teacher observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Purchase Growth Mindset Journals as a way for students to imrpove their organizational and social emotional skills.</p> <p>Strategy's Expected Result/Impact: Students improve thier organization and social emotionals skills.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: Planners - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A	N/A	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6 Problem Statements:







Perceptions
<p>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.</p> <p>Problem Statement 2: Student trauma has caused severe behavior escalations. Root Cause: Adverse childhood experiences in students are high.</p>

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

Goal 1: By August 2023, we will review 100% of our safety and security procedures and meet monthly to address challenges with the system.

High Priority

Evaluation Data Sources: Meeting attendance rosters and # of safety and security challenges.

Strategy 1 Details	Reviews			
Strategy 1: Meet with the Safety and Security team monthly to review safety and security procedures. Strategy's Expected Result/Impact: The safety and security of the students and staff are preserved. Staff Responsible for Monitoring: Security Officer Principal Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
	 50%	 75%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:







Perceptions
Problem Statement 2: Student trauma has caused severe behavior escalations. Root Cause: Adverse childhood experiences in students are high.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By December 2023, we will host one Reading/Mathematics Night to help parents help their children at home.

High Priority

Evaluation Data Sources: # of parents in attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with the parental involvement committee so that they can plan the academic nights in reading and math.</p> <p>Strategy's Expected Result/Impact: Parents and teachers build relationships. Parents learn strategies to help their children at home.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: School Processes & Programs 3</p> <p>Funding Sources: Materials for family nights. - 211 Title I - 211-61-6399-00-124-99-000 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 3: More events are needed to bridge the relationships between home and school. Root Cause: The school should have more events to help get families involved.</p>

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

Goal 1: By May 2023 we will increase the student attendance percentage from 92% to 97.%.

High Priority

Evaluation Data Sources: Student attendance rates.

Strategy 1 Details	Reviews			
Strategy 1: Meet with the attendance committee monthly to review attendance policy and data around student attendance. Strategy's Expected Result/Impact: Student attendance improves. Staff Responsible for Monitoring: Assistant Principal/Attendance Clerk/Teachers Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase attendance incentives to motivate and increase student attendance. Strategy's Expected Result/Impact: % of overall attendance improves. Staff Responsible for Monitoring: Assistant Principal Problem Statements: Demographics 2 Funding Sources: Incentives for attendance - 211 Title I - 211-11-6399-00-124-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				











Goal 1 Problem Statements:

Demographics
Problem Statement 2: McKamy has an average daily attendance of 92%, which increased from last school year. Root Cause: The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders.

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			
<p>Strategy 1: Purchase LiveSchool as a Tier I behavior management system for students to earn points for appropriate behavior.</p> <p>Strategy's Expected Result/Impact: Students are motivated, resulting in decreased behavior outbursts.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1, 2</p> <p>Funding Sources: Purchase LiveSchool - 211 Title I - 211-11-6299-00-124-99-000 - \$5,700</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase positive behavior rewards and supports as rewards for appropriate student behavior.</p> <p>Strategy's Expected Result/Impact: Student positive behavior increases</p> <p>Staff Responsible for Monitoring: AP</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1, 2</p> <p>Funding Sources: - 211 Title I - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 67% of teachers feel like rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their class. Root Cause: Some teachers don't understand the why behind certain behavior processes and consequences.</p>
Perceptions
<p>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.</p>

Perceptions







Problem Statement 2: 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 December 2023, the staff will review the trauma training, which includes A.C.E. information and the schoolwide restorative practices plan.

High Priority

Evaluation Data Sources: # of office referrals and PAC referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet with the S.E.A.L. team to review McKamy's responsive and supportive positive behavior and supports plan, process, and systems and train the staff on the updated plan.</p> <p>Strategy's Expected Result/Impact: # of office referrals and PAC referrals decrease.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Problem Statements: Perceptions 1</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 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.</p>

State Compensatory

Budget for McKamy Elementary

Total SCE Funds: \$142,200.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and McKamy's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

McKamy's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Elissa Wolff	PK Teacher
Classroom Teacher	Emily McCurry	4th-grade Teacher
Classroom Teacher	Greg Perry	2nd-grade Teacher
Non-classroom Professional	Vanessa Lopez	Special Education
Administrator	Alexandra Klarer	Assistant Principal
Classroom Teacher	Jayla Williams	Kindergarten Teacher
Classroom Teacher	Sara Castro	1st-grade Bilingual Teacher
Administrator	Matthew Pruitt	Principal
Parent	Liliana Rangel	Parent
Community Representative	Demetria Glosson	PTA Member
Business Representative	Andy Ramdial	Owner/Operator Sonic
Parent	Alesia Brazil	Parent
Parent	Awana Braxton-Morgan	Parent