

**Ferris Independent School District  
Lucy Mae McDonald Elementary  
2024-2025 Campus Improvement Plan**



# Mission Statement

The Mission of Ferris ISD is to provide the best opportunities so every scholar can be successful, achieve at high levels, and lead in their community and in the world.

At McDonald Elementary, we W.O.R.K! (Wise Optimistic Reflective Kind)

## Vision

The Relentless Pursuit of Excellence that Instills Confidence, Service, and Jacket Pride.

Academic and social growth for ALL students

## Core Beliefs

McDonald Elementary:

L-Learn New Things

U-Utilize Data

C-Capture Kids' Hearts

Y-Yield Positive Results

M-Motivate and Collaborate with Others

A-Accountable

E-Encourage Growth

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lucy Mae McDonald Elementary School is one of three grade-specific elementary campuses in Ferris ISD. Lucy Mae McDonald currently serves students in Grades 1-3 in Monolingual and Bilingual programs. The campus has one principal, two assistant principals, a counselor, both monolingual and bilingual speech therapists, and one Dyslexia specialist. McDonald has one diagnostician and an ARD facilitator.

We are a Title One campus with a high percentage of low social-economic students as well as English Language Learners. We have nine sections of 1st grade (6 monolingual & 3 bilingual), eleven sections of 2nd grade (8 monolingual & 3 bilingual), and eleven sections of 3rd grade (7 monolingual & 4 bilingual).

Total Student Enrollment: 648

1st Grade: 183

2nd Grade: 229

3rd Grade: 236

Student Demographics (2023 - 2024 Fall PEIMS file loaded 01/12/2024)	Count	Percent
<b>Gender</b>		
Female	337	50.91%
Male	325	49.09%
<b>Ethnicity</b>		
Hispanic-Latino	539	81.42%
<b>Race</b>		
American Indian - Alaskan Native	2	0.30%
Asian	5	0.76%
Black - African American	32	4.83%
Native Hawaiian - Pacific Islander	0	0.00%
White	81	12.24%
Two-or-More	3	0.45%

Student Programs (2023 - 2024 Fall PEIMS file loaded 01/12/2024)	Count	Percent
Dyslexia	21	3.17%
Gifted and Talented	35	5.29%

<b>Student Programs</b> (2023 - 2024 Fall PEIMS file loaded 01/12/2024)	Count	Percent
Regional Day School Program for the Deaf	0	0.00%
Section 504	19	2.87%
Special Education (SPED)	95	14.35%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	369	55.74%
Bilingual	258	38.97%
English as a Second Language (ESL)	48	7.25%
Alternative Bilingual Language Program	51	7.70%
Alternative ESL Language Program	5	0.76%
<b>Title I Part A</b>		
Schoolwide Program	662	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

<b>Student Indicators</b> (2023 - 2024 Fall PEIMS file loaded 01/12/2024)	Count	Percent
At-Risk	511	77.19%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	24	3.63%
Intervention Indicator	186	28.10%
Migrant	0	0.00%
Military Connected	9	1.36%
Transfer In Students	50	7.5529%
Unschooling Asylee/Refugee	0	0%
<b>Economic Disadvantage</b>		
Economic Disadvantage Total	548	82.78%
Free Meals	361	54.53%
Reduced-Price Meals	31	4.68%
Other Economic Disadvantage	156	23.57%
<b>Homeless and Unaccompanied Youth</b>		
Homeless Status Total	3	0.45%
Shelter	0	0.00%
Doubled Up	2	0.30%
Unsheltered	0	0.00%
Hotel/Motel	1	0.15%

Student Indicators (2023 - 2024 Fall PEIMS file loaded 01/12/2024)	Count	Percent
Not Unaccompanied Youth	3	0.45%
Is Unaccompanied Youth	0	0.00%

Staff Information (2023 - 2024 Fall PEIMS file loaded 01/12/2024)	Count	Percent
Administrative Support	7	8.97%
Teacher	49	62.82%
Educational Aide	22	28.21%
Auxiliary	0	0.00%

### Demographics Strengths

- We have bilingual certified teachers.
- We have bilingual paraprofessionals that assist in small group instruction.
- We have bilingual front desk staff.
- We offer parent newsletters through Smore which can easily be translated to Spanish by the receiver
- We use Remind for campus communication that can easily be translated to Spanish by the receiver
- We have a Learning Specialist in Special Education to assist with high needs areas
- We have a Behavior Specialist to assist teachers with critical behavior needs
- We are experiencing continuous growth.
- We have a mentoring program for our new staff.
- We have four campus intervention teachers on staff to assist in high needs areas.
- We offer free breakfast and lunch to all students.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Emergent Bilinguals continue to score below their peers on the state assessment. **Root Cause:** We lack staff that are knowledgeable in supporting bilingual classrooms.

# Student Learning

## Student Learning Summary

Approaches or Above		Meets or Above		Masters Grade Level	
All Tests	74	All Tests	38	All Tests	11
Reading	74	Reading	42	Reading	14
Math	78	Math	39	Math	10
Science	59	Science	19	Science	2

When looking at all subjects, all tests, McDonald experienced drops in all levels and performed well-below the state except in Mathematics at the approaches level for all grades.

## Student Learning Strengths

- Small group instruction and intervention groups were increased throughout the year
- Multiple sources of student achievement data are available
- Data talks and PLC time is sacred to increase student achievement through teacher preparedness
- Regular consistent Intervention team meetings

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Teachers are struggling with planning and carrying out tier one instruction that ensures student mastery of the content. **Root Cause:** We lack the resources and training to implement TRS with fidelity.

# School Processes & Programs

## School Processes & Programs Summary

McDonald Elementary continues to use the PLC process to increase student achievement. Teacher teams meet at least once per week to discuss planning, instruction and student achievement data.

Students at McDonald are offered weekly lessons in specials classes including Art, Music, STEM/Computer and Physical Education. In addition, all students are offered guidance lessons through our counselor in which she covers monthly topics from Capturing Kids' Hearts.

We continue to serve our Emergent Bilingual students through a bilingual program. We will continue to evaluate progress in the program and make necessary adjustments as needed.

Professional development is offered at both the campus and district level based on the needs of our staff and students.

We have a solid MTSS process that meets regularly to write goals for students in need of support and offer suggestions to teachers as they navigate through each student's needs. We also have 4 interventionists that are content specific to help fill in the gaps and reach goals set by the team.

## School Processes & Programs Strengths

- Daily intervention block
- Weekly PLC time
- Early Release Professional Development time
- Specialists and Directors to support processes and programs
- MTSS process is efficient

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students and staff are unclear on expectations for learning and behavior. **Root Cause:** Constant turnover in administration has created inconsistent processes and programs.

# Perceptions

## Perceptions Summary

The perceptions surrounding McDonald Elementary vary tremendously, depending on previous experiences and interactions with the campus. Our goal is to ensure all stakeholders have positive feedback to offer when asked about our school. We want to provide an education and atmosphere that pulls families in. We hope to increase student and family engagement by making McDonald Elementary the place to be. It was perceived that our communication was a concern and we hope to alter that by offering weekly newsletters and social media posts regularly. In addition, we aim to treat all students like our own in hopes of changing the perception of our school.

We have a very active and successful PTO that does wonderful things for our campus. In partnering with them, we are able to host many events that can bring our families together.

## Perceptions Strengths

- Increased communication with stakeholders
- Increased family engagement activities
- Translated communication
- Remind/Smore access
- Compassionate staff members
- School Pride
- Increased positive student behavior

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students are not held accountable for their academics. **Root Cause:** The grading policy has allowed student grades to not accurately reflect their mastery level.

**Problem Statement 2:** Students are not held accountable for their behavior. **Root Cause:** We need more clarity with how to use CKH and how that plays into student consequences and redirection for behavior.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

#### **Employee Data**

- Staff surveys and/or other feedback
- Professional development needs assessment data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**





- Communications data

# Goals

**Goal 1:** McDonald Elementary will ensure all scholars receive high-quality instruction.

**Performance Objective 1:** Third grade students will match or beat the state level for meets and masters in both Reading and Math on STAAR 2025.





**Evaluation Data Sources:** CFA data, benchmark data, STAAR scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will develop high quality lessons and assessments that target the state standards for each grade level by using the Instructional Focus System.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional unpacking of the standards that will result in deeper teacher understanding to be able to fully cover each TEKS to the depth and rigor needed. Increased student achievement at all levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Specialist, Campus Leadership Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will receive weekly walk-throughs that provide feedback on instruction, assessment, and engagement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher performance resulting in higher student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Specialist</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will be provided intervention blocks during the school day and after school tutoring as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Campus admin and teaching staff</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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>				

**Goal 1:** McDonald Elementary will ensure all scholars receive high-quality instruction.

**Performance Objective 2:** All students will meet projected growth for math and reading on the MAP assessment by the end of the school year.





**Evaluation Data Sources:** MAP BOY to EOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will develop high quality lessons and assessments that target the state standards for each grade level by using the Instructional Focus System.</p> <p><b>Strategy's Expected Result/Impact:</b> Intentional unpacking of the standards that will result in deeper teacher understanding to be able to fully cover each TEKS to the depth and rigor needed. Increased student achievement at all levels</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Specialist, Campus Leadership Team</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 2:** McDonald Elementary will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

**Performance Objective 1:** Teachers and staff will be provided targeted, high-quality professional development opportunities that will increase their confidence and efficacy in the classroom.





**Evaluation Data Sources:** PD records/Sign In Sheets  
Staff survey data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and paraprofessionals may attend Region 10 opportunities, on campus early release days, or sessions sought out by the teachers specific to their role on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Learning Specialists, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will be provided weekly PLC and planning times with their teams to ensure we continue learning from and supporting one another.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher efficacy, Shared responsibility</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Learning Specialist, Teacher Teams</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	Apr	June
<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>				

**Goal 2:** McDonald Elementary will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

**Performance Objective 2:** McDonald Elementary will actively work to build a positive campus culture that will help to retain current staff.





**Evaluation Data Sources:** Campus surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Plan monthly appreciation and recognition events for the staff.  <b>Strategy's Expected Result/Impact:</b> Positive staff culture, staff retention  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Seek continued input from all staff members on current practices and areas for improvement.  <b>Strategy's Expected Result/Impact:</b> Positive staff culture, staff retention  <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principals</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
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**Goal 3:** McDonald Elementary will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community.

**Performance Objective 1:** 100% of students in crisis for social, emotional, or psychological reasons will receive support and guidance.





**Evaluation Data Sources:** Counselor records, Behavior Threat Assessments, Guidance Schedule

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff members will complete training on suicide prevention and bullying situations to help identify and prevent crisis situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and prepared staff</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p>	Formative			Summative
	Nov	Feb	Apr	June
<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>				

**Goal 3:** McDonald Elementary will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community.

**Performance Objective 2:** McDonald Elementary will continue to foster a positive culture that's built on strong relationships within the staff, students and community.

**Evaluation Data Sources:** Parent and family engagement event attendance, CKH Survey Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The staff will continue to implement Capturing Kids' Hearts to build strong relationships with all stakeholders.  <b>Strategy's Expected Result/Impact:</b> Increased Positive Culture  <b>Staff Responsible for Monitoring:</b> All Staff</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> McDonald Elementary will increase parent and community engagement by communicating upcoming events and activities through a weekly family and staff newsletter, social media and the Remind platform.  <b>Strategy's Expected Result/Impact:</b> Increased Parent communication/engagement  <b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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>				





**Goal 3:** McDonald Elementary will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community.

**Performance Objective 3:** McDonald Elementary will conduct regular safety drills in order to prepare for any possible safety concern that may arise.

**Evaluation Data Sources:** Safety Data, Drill Schedule

**Goal 3:** McDonald Elementary will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community.





**Performance Objective 4:** McDonald Elementary will cultivate a culture that thrives on values, appreciation, and fostering an environment where every individual is recognized and celebrated for their contributions and successes.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students and staff will be recognized for their hard work through awards ceremonies, student and staff of the month and shout outs on social media.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased positive campus culture</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<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>				

**Goal 4:** McDonald Elementary will ensure strong financial stewardship and sustainability.

**Performance Objective 1:** McDonald Elementary will allocate funds appropriately.

**Evaluation Data Sources:** Budget worksheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> McDonald Elementary will utilize the campus improvement plan and the campus needs assessment to appropriately allocate funds. <b>Strategy's Expected Result/Impact:</b> Intentional spending to increase student achievement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> McDonald Elementary will follow district finance office procedures for purchasing. <b>Strategy's Expected Result/Impact:</b> Intentional spending focused on student achievement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Nov	Feb	Apr	June
<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>				

# State Compensatory

## Budget for Lucy Mae McDonald Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 36**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Lucy Mae McDonald Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alma Valle	1st BE Teacher	1
Amanda Faber	1st Teacher	1
Angelica Campos	2nd Teacher	1
Ann Ball	2nd Teacher	1
Ashley Lloyd	3rd Teacher	1
Berenica Arreola	2nd BE Teacher	1
Brenda Garcia	2nd BE Teacher	1
Carrie Garrett	2nd Teacher	1
Chantal Grothen	3rd Teacher	1
Cynthia Fagan	2nd Teacher	1
Emily Prachyl	3rd Teacher	1
Erika Gessler	3rd BE Teacher	1
Gwenean Morton	2nd Teacher	1
Heather Freeman	Reading Intervention	1
Heather Powell	2nd Teacher	1
Janeth Escobedo	1st Teacher	1
Jennifer Cryer	1st Teacher	1
Jennifer Lemon	3rd BE Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jessica Patlan	2nd Teacher	1
Juanita Piper	2nd Teacher	1
Kaylie Boone	1st Teacher	1
Kellie Watson	3rd Teacher	1
Kristen McDonald-Morgan	3rd Teacher	1
Laurie Fouts	Math Intervention	1
Linzy Gott	1st Teacher	1
Lisa Hunter	STEM/Computer Intervetnion	1
Maribel Anaya	3rd BE Teacher	1
Marisol Morales	3rd BE Teacher	1
Megan Biffle	Copy/ISS Paraprofessional	1
Myriam Cortez	2nd BE Teacher	1
Norma Carrizal	1st BE Teacher	1
Rebecca Dill	3rd Teacher	1
Renee Ramirez	1st Teacher	1
Susan Glaeser	3rd Teacher	1
Tiffany Puyear	Reading Intervention	1
Yesenia Rodriguez	1st BE Teacher	1