

# Georgetown Independent School District

## McCoey Elementary School

### 2024-2025 Campus Improvement Plan



# Table of Contents

- Comprehensive Needs Assessment ..... 3
  - Student Learning, Growth and Progress ..... 3
    - Student Programs ..... 4
  - Student and Staff Well-Being ..... 6
  - Staff Recruitment and Retention ..... 7
  - Community and Connectivity ..... 8
- Priority Problem Statements ..... 9
- Strategic Priority Areas ..... 10
  - Strategic Priority Area 1: Student Learning, Growth and Progress ..... 10
  - Strategic Priority Area 2: Student and Staff Well-Being ..... 16
  - Strategic Priority Area 3: Staff Recruitment and Retention ..... 20
  - Strategic Priority Area 4: Community and Connectivity ..... 23

# Comprehensive Needs Assessment

## Student Learning, Growth and Progress

### Student Learning, Growth and Progress Summary

McCoy Elementary is an elementary school serving scholars in ECSE/PK-5th grade where high levels of learning and engaging activities are designed and prioritized throughout all learning areas. Teachers participate in professional learning communities (PLC) discussions where data is utilized to make next step decisions for all scholars. We have a strong Multi-Tiered System of Support where teachers and other providers come together and determine if any interventions/enrichments are needed and what that will look like for each scholar discussed. We utilize mClass and NWEA MAP to assess reading and math 3 times a year formally as well as a constant assessment cadence within each grade level to determine mastery on essential intervention standards.

2023-24 MAP Data:

	Fall Benchmark Performance % of students in each category					Spring Benchmark Performance % of students in each category							
	Above	At	Below	Well Below		Above	Above Change + / -	At	At Change + / -	Below	Below Change + / -	Well Below	W.B. Change + / -
<b>K</b>	16%	29%	14%	41%		34%	18%	37%	8%	9%	-5%	20%	-21%
<b>1</b>	23%	30%	24%	23%		37%	14%	28%	-2%	19%	-5%	15%	-8%
<b>2</b>	29%	29%	19%	23%		32%	3%	35%	6%	10%	-9%	23%	0%
<b>3</b>	42%	20%	14%	24%		44%	2%	18%	-2%	8%	-6%	31%	7%
<b>4</b>	11%	56%	23%	10%		21%	10%	46%	-10%	22%	-1%	11%	1%
<b>5</b>	26%	37%	16%	22%		47%	21%	23%	-14%	4%	-12%	26%	4%
<b>K-5</b>	25%	34%	18%	23%		36%	11%	31%	-3%	12%	-6%	21%	-2%

2023-2024 mClass Data

	Fall Benchmark Performance % of students in each category					Spring Benchmark Performance % of students in each category							
	Above	At	Below	Well Below		Above	Above Change + / -	At	At Change + / -	Below	Below Change + / -	Well Below	W.B. Change + / -
<b>K</b>	16%	29%	14%	41%		34%	18%	37%	8%	9%	-5%	20%	-21%

	Fall Benchmark Performance % of students in each category					Spring Benchmark Performance % of students in each category							
1	23%	30%	24%	23%		37%	14%	28%	-2%	19%	-5%	15%	-8%
2	29%	29%	19%	23%		32%	3%	35%	6%	10%	-9%	23%	0%
3	42%	20%	14%	24%		44%	2%	18%	-2%	8%	-6%	31%	7%
4	11%	56%	23%	10%		21%	10%	46%	-10%	22%	-1%	11%	1%
5	26%	37%	16%	22%		47%	21%	23%	-14%	4%	-12%	26%	4%
K-5	25%	34%	18%	23%		36%	11%	31%	-3%	12%	-6%	21%	-2%

2024 STAAR Data- percentage of students who scored approaches or higher

3rd	
Math	69%
Rdg	80%
4th	
Math	80%
Rdg	86%
5th	
Math	81%
Rdg	81%
Sci	64%

McCoy is also a very diverse school community when looking at learning needs. As of October 2nd, McCoy has 484 students ranging from 3 years old to 11 years old. We have a consistent level in growth across all special populations. As for specialized programs, McCoy serves students in the: Behavior Communication Supports Classroom (BCS), Independent Learning Classroom (ILC), Pre-K, Early Childhood Special Education classroom (ECSE), as well as house the district's Elementary Disciplinary Alternative Education Placement (EDAEP) program. These specialized programs are on top of the standard resource/inclusion and dyslexia programs.

Student Programs	Count	Percent
Dyslexia	78	16.12%
Gifted and Talented	31	6.41%
Regional Day School Program for the Deaf	0	0.00%
Section 504	29	5.99%
Special Education (SPED)	145	29.96%
<b>Bilingual/ESL</b>		
Emergent Bilingual (EB)	18	3.72%

Student Programs	Count	Percent
Bilingual	0	0.00%
English as a Second Language (ESL)	18	3.72%

**Problem Statements Identifying Student Learning, Growth and Progress Needs**

**Problem Statement 1:** According to the 2024 STAAR data, McCoy 3rd graders went down in all passing ranges on the Math STAAR.

**Root Cause:** McCoy 3rd grade math teachers have not been provided the training or resources in how to teach higher order math skills that are assessed on the STAAR test.

**Problem Statement 2:** McCoy continues to need mores support within the classrooms to meet the needs of all learners.

**Root Cause:** The percentage of students receiving special education services continues to increase. Currently, there is a 9% increase from the 2023-24 school year to the 2024-25 school year.

# Student and Staff Well-Being

## Student and Staff Well-Being Summary

McCoy is a school where students and staff feel welcomed and safe. We are a Capturing Kids Hearts Showcase school for 6 years in a row. These practices as well as our strong Tier 1 behavior system allow students to feel structure, compassion, and security embedded within their day.

As reported in the Student Experience/Learner Profile survey, McCoy scholars report a higher than the district average in categories of feeling safe in the classroom as well as having kind friends and classmates throughout the school.

Staff also report higher than district average in feeling safe and valued at McCoy. Teachers and staff attendance rates are consistent with the district average attendance rate demonstrating that teachers enjoy coming to work!

## Problem Statements Identifying Student and Staff Well-Being Needs

**Problem Statement 1:** According to Emergent Tree data from 2023-24, McCoy daily acknowledgments were lower than expected.

**Root Cause:** There is such a high standard of behavior across the McCoy learning community, there are times where acknowledgments for the expected behavior are not thought about or acted on.

# Staff Recruitment and Retention

## Staff Recruitment and Retention Summary

McCoy is fortunate to have a staff where turnover is very low. The main reason for teachers/staff leaving McCoy is because they are either retiring or having to move due to other family obligations. McCoy has a culture where staff are treated as professionals and experts in their field. Professional growth is encouraged and supported by the principal and learning design coach.

# Community and Connectivity

## Community and Connectivity Summary

McCoy is fortunate to have a large number of volunteers that serve our scholars in many ways. Current programs we partner with are Reading Connection, Rotary Club/peace Garden, PALs, Mentors, Watch DOGS, and more! We have several volunteers who come specifically for the library and assist scholars in that way. We have a great form of communication with parents and community members. Monthly/bi-monthly coffee with the principal is highly attended and great conversations come from those meetings. This is a time where the principal is able to review campus goals and what the teams are doing to accomplish them across the campus.

We have a large group of parents who come into school and create a fun environment through decorating the halls, building items to bring learning to life, and assisting teachers with any current needs.

We have several volunteers wanting to help in clubs such as SeaPerch, Destination Imagination and girl start but we currently do not have a teacher sponsor.

## Problem Statements Identifying Community and Connectivity Needs

**Problem Statement 1:** This year, we do not have as many after school programs due to limited teacher volunteers to facilitate and lead those groups.

**Root Cause:** There are a lot of instructional changes and expectations that have created a sense of "no more capacity" amongst our teachers.



# Priority Problem Statements

# Strategic Priority Areas

## Strategic Priority Area 1: Student Learning, Growth and Progress

**Picture of Success:** 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.

**Strategic Objective 1:** In GISD, instruction, assessment, and intervention are aligned in support of student learning and growth.

### HB3 Strategic Priority Area

**Change Decision:** Major Change

**Desired State:** 1. By the end of the 2024-25' school year, McCoy scholars will demonstrate a 75% overall growth rate in all data points across the average growth component scores in mClass and NWEA MAP from Fall to Spring testing periods.

With this projected and desired growth, there will be an apx. 5% increase in overall scores per grade and subject on STAAR in the spring of 2025.

2. All Scholars will demonstrate a year's worth of growth through academic writing and discourse.

Evidence of Progress Toward Objective 1 Details		Reviews			
<p><b>Evidence of Progress Toward Objective 1:</b> 1. For mClass this will be accomplished by increasing growth scores 22% (going from 53% to 75%) and increasing growth scores for NWEA MAP 16% (going from 59% to 75%). 2024 STAAR scores for grade/content at Approaches or higher are: 3rd: rdg-80%, m-69% 4th: rdg-86%, m-80% 5th: rdg- 81%, m- 81%, sci-64%</p> <p>2. Currently, scholars are composing their beginning of the year writing samples and scored through the use of a common rubric.</p> <p><b>Evidence of Desired State:</b> Currently, teachers are using Spring of 2024 mClass and MAP (24' End Of Year) and 2024 STAAR results to drive early interventions in the classroom as well as using data to identify our Essential Intervention Standards (EISs) that are tracked in our campus data tracking sheet.</p> <p>Through PLC agendas/notes, grade level planning notes, and updated data reports there is evidence of alignment of instruction within contents and grade levels.</p> <p>Based on instructional walkthroughs, 100% of classrooms visited have had essential standards and/or objectives posted for students to reference.</p>		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

**Strategy 1:** Using the GISD collective efficacy feedback form, the admin team will complete a minimum of 10 instructional walk throughs weekly based on district guidance and observations of our own. We have also collaborated with our LDC to create a walk through system for her that is geared more towards coaching rather than feedback.

**Staff Responsible:** Principal  
Assistant Principal  
Learning Design Coach

**Collaborating Departments:** Teaching and Learning

**TEA Priorities:**  
Build a foundation of reading and math

**Strategy 2:** Teachers and the LDC are researching and creating ways to utilize writing in all content ares. Ex- morning writing is centered around a math equation 2 times weekly, science writing occurs every unit and is tracked in the campus data folder, etc.

**Staff Responsible:** Classroom teachers  
Admin team  
LDC

**Collaborating Departments:** Teaching and Learning

**Balanced Scorecard Strategic Action:**

Yes

**TEA Priorities:**

Build a foundation of reading and math

**Strategy 3:** We have added mid unit PLCs to every grade level and content to our PLC calendar. This allows us to hold a common mid unit assessment and then discuss the data to provide immediate reteach and intervention to those who need it. This will also allow us to adjust pacing according to the data to better fit our student's needs.

**Strategy 4:** In the 2024-25' master schedule, we have extended our personalized learning time from 45 minutes to 1 hour. This allows students who need intervention both math and reading to receive that support every day. This extended time also allows us to provide project based enrichment in the classroom during the personalized learning time.

**Staff Responsible:** Admin team

Interventionist

Classroom teachers

**TEA Priorities:**

Build a foundation of reading and math

**Strategy 5:** In the 2024-25' master schedule, we increased teacher planning time to 55 minutes. This additional 10 minutes daily allows PLC discussions to not be rushed and have more intentional planning and designing.

**Staff Responsible:** Admin Team

LDC

**TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 2: In GISD, we monitor progress toward students' developing attributes in the Learner Profile.

- Change Decision:** Maintain but Consider a Change
- Desired State:** Scholars will continue to be recognized for their demonstration of the learner profile throughout the McCoy community by earning Learner Profile bucks. Secondly, we will recognize 5-7 scholars and 1-2 teachers every month on a district level based on that month's selected attribute.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Based on the 2024 student experience profile survey, McCoy scholars articulated that they feel string connections and have built relationships with all stake holders with a data point of 2.7 on a 3 point scale. Scholars however scored lower than district average on questions that are directly correlated to the learner profile attribute of creates, innovates, and obtains knowledge through inquiry <b>Evidence of Desired State:</b> Currently, there are 5-7 scholars per grade who earn a learner profile buck for a variety of attributes.		Formative			Summative
		Oct	Jan	Apr	July
		Adjustments Taking Place	On Track		
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>					

- Strategy 1:** During monthly guidance lessons, McCoy's counselor will deliver guidance based on the learner profile attributes as well as other SEL components.

**Staff Responsible:** Counselor

**Collaborating Departments:** Counseling and Guidance dept
- Strategy 2:** During instruction, teachers will use common language to promote awareness and understanding of the learner profile. This will be a look for during instructional walk throughs by the admin team

**Staff Responsible:** Admin team  
Classroom teachers

Strategic Priority Area 1: Student Learning, Growth and Progress

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

- Change Decision: Maintain
- Desired State: McCoy Scholars will gain an understanding of the importance of reading and math and how it directly relates to becoming a successful grownup.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> At the beginning of the year, scholars discuss the importance of community helpers, discuss real world connections in robotics, learn about influential people in their readings, and write about future aspirations.  <b>Evidence of Desired State:</b> Throughout the year, McCoy scholars will participate in a variety of events, field trips, and academic lessons that bring real world connections to their learning.	Formative			Summative
	Oct	Jan	Apr	July
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

- Strategy 1: Mccoy will hold their annual career week with the addition of GISD students from the future ready center as a part of the presenter group.
- Staff Responsible: McCoy counselor and Career week team
  - TEA Priorities:  
Connect high school to career and college

- Strategy 2: Our students who are serviced in the Independent Learning Classroom (ILC) will participate in community field trips where they will practice their communicatino and functional living skills. These trips will/can be partly funded by the proceeds made from their weekly ILC coffee cart. This Coffee Cart runs off of grant funds and our scholars get to practice their math and communication skills with all teachers throughout the building.
- Staff Responsible: ILC teachers  
Admin team
  - Collaborating Departments: Special Education

- TEA Priorities:  
Build a foundation of reading and math

Strategic Priority Area 1: Student Learning, Growth and Progress

Strategic Objective 4: GISD learners' progress is reflected in a way that makes it easily understood to all audiences.

- Change Decision:** Maintain but Consider a Change
- Desired State:** McCoy families and Scholars will understand their individual performance data. They will understand how current data drives next steps within the classroom and intervention and enrichment opportunities.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> McCoy utilizes 2 forms of consistent data tracking. District/state testing is tracked on a data wall where we track not only current levels but growth patterns and desired growth. The second form of tracking is through a campus data tracker. Within this tracker, teachers inout data on how scholars perform for the essential intervention standards (EIS) per unit. Externally, all of this is communicated to parents through the revised standards based report card. <b>Evidence of Desired State:</b> All EIS data will be entered in a timely manner with the expectation to be discussed during mid unit and end of unit PLCs.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>					

Strategy 1: McCoy teachers will be adding science writing prompts and Short Constructive Responses (SCRs) to the campus data tracker.

- Staff Responsible:** Science teachers  
LDC  
Admin team

Strategy 2: Mccoy prinicipal will meet with the McCoy community and families every 1-2 months to discuss academic data updates and hold a Q&A during a designated time.

- Staff Responsible:** Principal

Strategic Priority Area 2: Student and Staff Well-Being

**Picture of Success:** 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.

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

**Change Decision:** Minor Change

**Desired State:** McCoy will earn the recognition of being a Showcase Campus for Capturing Kids Hearts for the 7th year in a row. McCoy scholars will show a .16% increase in reporting they feel that they have an adult who cares for them at school. This will result in a minimum overall scale score of 2.75 (out of a 3 point reporting scale) on the 2025 Learner Profile Student Survey.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> According to the 2024 student Learner Profile survey, students reported a score of 2.59 (out of a 3 point scale) that they feel there is an adult who cares for them at school. This was a .09 increase from the 2023 survey. McCoy has been recognized as a showcase Campus through Capturing Kids hearts for 6 years. <b>Evidence of Desired State:</b> Campus will have a culture reflective of the positive relationships. Feedback provided through the capturing kids hearts surveys will include positive feedback from parents and staff regarding the school culture	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Strategy 1:** Staff will award at least 1 positive referral per 9 weeks. This will provide opportunities for teachers and students to experience a moment where recognition and safety are experienced together

**Staff Responsible:** All Classroom teachers  
Admin team

**Strategy 2:** Monthly Learner Profile lessons will be provided by the counselor to bring awareness and continued teaching to the district's learner profile traits.

**Staff Responsible:** Counselor  
Classroom teachers

**Collaborating Departments:** guidance/counseling department





Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Maintain

Desired State: 95% of higher of staff will report they find value in their daily work on the GISD Staff Experience Survey at the end of the 2024-25' school year.

Evidence of Progress Toward Objective 1 Details	Reviews			
Evidence of Progress Toward Objective 1: According to the 2023-24' Staff Experience Survey, 91% of McCoy staff report that they strongly or completely agree that their work has value.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Strategy 1: through observations and feedback loops, teachers will receive praise and recognition of their daily work. The evidence for this could come from conversations with students and student growth data.

Staff Responsible: Admin Team

Collaborating Departments: Teaching and Learning

TEA Priorities:

Recruit, support, retain teachers and principals

Strategic Priority Area 2: Student and Staff Well-Being

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

Change Decision: Maintain but Consider a Change

Desired State: Scholars will report that they feel safe in all areas of the school building and community. This is to include areas such as the playground and cafeteria where more unstructured social interactions occur.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> According to the 2024 GISD Parent Experience Survey, 82% of parents report that their child feels a sense of belonging in their school with an addition 9% reporting a neutral feeling. In the same survey, 88% of parents with an additional 6% report that McCoy is a safe place  <b>Evidence of Desired State:</b> In addition to the parent survey, students also reported in the Student Experience Survey. On a scaled score of 3, 1.93 reported that they enjoy coming to school. This is almost a .25% decrease from the 2023 survey. However, there was an increase in scholars reporting tat kids are kind to one another with a score of 1.95. This is not only an increase from the 2023 survey, but also almost .24% higher than the district reporting average.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

### **Strategic Priority Area 3: Staff Recruitment and Retention**

**Picture of Success:** 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.

**Strategic Objective 1:** GISD provides competitive compensation and benefits to employees.

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 2: Georgetown ISD actively recruits, attracts, and retains employees who embrace the vision, mission, beliefs, and norms of the organization.

- Change Decision: Maintain
- Desired State: McCoy teachers will continue to feel connected to the district's and campus' missions.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> During the summer leadership team meetings, McCoy leadership team wrote out collected commitments that all staff would agree to and uphold throughout their daily work. These commitments are also directly tied to our campus social contract.  <b>Evidence of Desired State:</b> According to the GISD 2024 Staff Experience Survey, 100% of McCoy teachers and staff feel connected to the district's mission, vision, and beliefs. In the same survey, 100% of teachers report that they feel connected to colleagues, that their supervisor trust them, as well as feel safe and welcome.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Strategic Priority Area 3: Staff Recruitment and Retention

Strategic Objective 3: In GISD, professional learning communities thrive across the organization.

- Change Decision: Maintain but Consider a Change
- Desired State: Staff will feel supported in their daily instructional and assessment implementation.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> All McCoy teachers will continue to feel supported through opportunities to plan together with their grade level and content teams. Grade/content level teams have PLCs based on their units assessment pacing and data. These PLCs are occurring every mid unit assessment and end of unit assessment. Every month, teachers will meet based on their focus content to discuss hard to teach standards and how they are assessed vertically. This will allow and gaps in instruction to be identified and addressed. <b>Evidence of Desired State:</b> Based on the Staff Experience Survey, 100% of staff report that they are recognized for their hard work and 95% report they receive meaningful feedback and opportunities for growth. These experiences are a direct reflection to our culture within PLCs.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Strategy 1: Each nine weeks, McCoy teachers will have the opportunity to have a design day to plan together and utilize coaching from the campus learning design coach. Funds will be provided from the campus and principal budgets

- Staff Responsible: Principal
- LDC
- Classroom teacher

Strategic Priority Area 4: Community and Connectivity

**Picture of Success:** 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.

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

**Change Decision:** Maintain

**Desired State:** McCoy families and community members will be provided accurate and up to date academic information regarding student academic and SEL progress

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Currently, McCoy families report they feel connected and know where their scholar is academically.  <b>Evidence of Desired State:</b> On the parent experience survey, 95% or more parents will report they feel confident in what their child is learning as well as understand how their child is progressing academically.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**Strategy 1:** Communication and meetings will be offered in a variety of ways and timelines to provide community and parental support. Examples- bi-monthly coffee with the principals. constant communication within parent square, required teacher/parent conferences.

**Staff Responsible:** Admin team  
Classroom teachers

Strategic Priority Area 4: Community and Connectivity

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

**Change Decision:** Maintain  
**Desired State:** McCoy will maintain its positive relationship between school and families.

Evidence of Progress Toward Objective 1 Details		Reviews			
<b>Evidence of Progress Toward Objective 1:</b> McCoy families report they feel welcome within the school community and have acknowledged the different modes of volunteering and mentoring for our scholars. <b>Evidence of Desired State:</b> McCoy will have an increase in mentors and tutors in the 2024-25' school year.		Formative			Summative
		Oct	Jan	Apr	July
		On Track	On Track		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

**Strategy 1:** We will maintain an updated list of volunteer opportunities in the front office. We will also keep our volunteers updated through the raptor email system when there are upcoming events.

**Staff Responsible:** Volunteer coordinator  
**Collaborating Departments:** Communications



Strategic Priority Area 4: Community and Connectivity

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

**Change Decision:** Maintain

**Desired State:** McCoy will see an increase of volunteers on campus throughout the year.

Evidence of Progress Toward Objective 1 Details	Reviews			
<b>Evidence of Progress Toward Objective 1:</b> Currently, McCoy has a steady group of volunteers and campus wide readers. <b>Evidence of Desired State:</b> Volunteer sign ins in the Raptor program will show an increase of volunteers during events such as: Career week, multi cultural week, field day, I Love Learning Night, etc.	Formative			Summative
	Oct	Jan	Apr	July
	On Track	Adjustments Taking Place		
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>				