

# **Carrollton-Farmers Branch Independent School District**

## **McKamy Elementary**

### **2024-2025 Campus Improvement Plan**



# Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

# Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

# Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

# Motto

High Expectations for ALL

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# Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

## 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 2024, the student population was 59% Hispanic, 31% African-American, 4% White, 3% Two-or-More Races, and 3% Asian. Males make up 56% of our learners and females make up 44%. In May 2024, McKamy had approximately 523 students. Our economically disadvantaged percentage was 77%. Additionally, 45% of our students are emergent bilingual, up from 10% last school year, 15% in special education, and 5% identified as gifted and talented. Our attendance % has varied over the last few years. This year we had an average of 93% for student attendance. Last year we had an average of 92%. 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):** McKamy has an average daily attendance of 93%, 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 2 (Prioritized):** Between Oct-May, McKamy Elementary enrolled 60 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 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

### STAAR Math 2024

#### 3rd Grade

McKamy Elementary	68	19	1428	50.72%	70.59%	41.18%	10.29%	05/01/24	1.47%	13.24%	14.71%	8.82%	20.59%	30.88%	10.29%
Economic Disadvantage	50	19	1434	51.30%	72%	44%	8%	05/01/24	0%	14%	14%	8%	20%	36%	8%
Asian	2	12	1304	31.08%	50%	0%	0%	05/01/24	0%	50%	0%	50%	0%	0%	0%
Black/African American	19	19	1432	51.21%	73.68%	36.84%	10.53%	05/01/24	0%	10.53%	15.79%	10.53%	26.32%	26.32%	10.53%
Hispanic	36	19	1429	51.73%	72.22%	47.22%	8.33%	05/01/24	2.78%	11.11%	13.89%	5.56%	19.44%	38.89%	8.33%
Two or More Races	5	16	1378	42.70%	60%	40%	0%	05/01/24	0%	40%	0%	20%	0%	40%	0%
White	6	21	1485	56.31%	66.67%	33.33%	33.33%	05/01/24	0%	0%	33.33%	0%	33.33%	0%	33.33%
Currently Emergent Bilingual	24	18	1403	48.42%	66.67%	45.83%	4.17%	05/01/24	4.17%	16.67%	12.50%	4.17%	16.67%	41.67%	4.17%

#### 4th Grade

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
McKamy Elementary	82	14	1389	34.15%	34.15%	15.85%	8.54%	05/01/24	13.41%	24.39%	28.05%	10.98%	7.32%	7.32%	8.54%
Economic Disadvantage	68	13	1373	32.68%	30.88%	14.71%	8.82%	05/01/24	16.18%	25%	27.94%	8.82%	7.35%	5.88%	8.82%
Asian	2	26	1622	63.75%	100%	50%	50%	05/01/24	0%	0%	0%	50%	0%	0%	50%
Black/African American	22	16	1470	38.86%	36.36%	18.18%	13.64%	05/01/24	0%	31.82%	31.82%	18.18%	0%	4.55%	13.64%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Hispanic	50	12	1339	30.95%	28%	16%	6%	05/01/24	22%	20%	30%	4%	8%	10%	6%
Two or More Races	4	11	1382	27.50%	25%	0%	0%	05/01/24	0%	50%	25%	25%	0%	0%	0%
White	4	16	1463	40%	75%	0%	0%	05/01/24	0%	25%	0%	25%	50%	0%	0%
Currently Emergent Bilingual	45	13	1335	31.50%	28.89%	20%	8.89%	05/01/24	24.44%	17.78%	28.89%	4.44%	4.44%	11.11%	8.89%
Special Ed Indicator	17	11	1387	28.09%	17.65%	0%	0%	05/01/24	0%	52.94%	29.41%	17.65%	0%	0%	0%

#### 5th Grade

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
McKamy Elementary	85	17	1513	39.75%	48.24%	24.71%	7.06%	05/01/24	7.06%	25.88%	18.82%	14.12%	9.41%	17.65%	7.06%
Economic Disadvantage	66	16	1499	37.95%	45.45%	21.21%	4.55%	05/01/24	7.58%	28.79%	18.18%	13.64%	10.61%	16.67%	4.55%
American Indian/Alaskan Native	1	28	1696	66.67%	100%	100%	0%	05/01/24	0%	0%	0%	0%	0%	100%	0%
Asian	1	26	1666	61.90%	100%	100%	0%	05/01/24	0%	0%	0%	0%	0%	100%	0%
Black/ African American	26	17	1551	41.58%	50%	19.23%	11.54%	05/01/24	0%	34.62%	15.38%	11.54%	19.23%	7.69%	11.54%
Hispanic	43	14	1453	34.33%	39.53%	18.60%	4.65%	05/01/24	13.95%	27.91%	18.60%	13.95%	6.98%	13.95%	4.65%
Two or More Races	4	21	1601	50.60%	50%	50%	0%	05/01/24	0%	0%	50%	0%	0%	50%	0%
White	10	21	1603	49.05%	70%	40%	10%	05/01/24	0%	10%	20%	30%	0%	30%	10%
Currently Emergent Bilingual	30	13	1411	30.32%	36.67%	13.33%	6.67%	05/01/24	20%	33.33%	10%	16.67%	6.67%	6.67%	6.67%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Special Ed Indicator	18	15	1508	36.11%	38.89%	11.11%	0%	05/01/24	0%	27.78%	33.33%	22.22%	5.56%	11.11%	0%

## STAAR ELA 2024

### 3rd Grade

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)		Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
McKamy Elementary	80	25	1380	47.79%	67.50%	36.25%	17.50%	05/01/24	5%	15%	12.50%	13.75%	17.50%	18.75%	17.50%
Economic Disadvantage	60	24	1362	46.38%	61.67%	38.33%	15%	05/01/24	5%	20%	13.33%	10%	13.33%	23.33%	15%
Asian	2	16	1307	29.81%	50%	0%	0%	05/01/24	0%	50%	0%	50%	0%	0%	0%
Black/African American	19	27	1458	51.21%	78.95%	47.37%	10.53%	05/01/24	0%	0%	21.05%	15.79%	15.79%	36.84%	10.53%
Hispanic	48	24	1339	47.04%	62.50%	33.33%	18.75%	05/01/24	8.33%	18.75%	10.42%	10.42%	18.75%	14.58%	18.75%
Two or More Races	5	22	1396	43.08%	80%	20%	20%	05/01/24	0%	20%	0%	40%	20%	0%	20%
White	6	28	1466	52.88%	66.67%	50%	33.33%	05/01/24	0%	16.67%	16.67%	0%	16.67%	16.67%	33.33%
Currently Emergent Bilingual	36	23	1293	44.55%	58.33%	30.56%	11.11%	05/01/24	11.11%	19.44%	11.11%	11.11%	16.67%	19.44%	11.11%
Special Ed Indicator	17	16	1305	31%	35.29%	0%	0%	05/01/24	0%	35.29%	29.41%	17.65%	17.65%	0%	0%

### 4th Grade



	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)		Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
McKamy Elementary	50	23	1498	44.58%	76%	36%	10%	05/01/24	0%	14%	10%	26%	14%	26%	10%
Economic Disadvantage	41	23	1491	43.48%	73.17%	34.15%	9.76%	05/01/24	0%	14.63%	12.20%	29.27%	9.76%	24.39%	9.76%
Asian	2	20	1472	38.46%	100%	0%	0%	05/01/24	0%	0%	0%	100%	0%	0%	0%
Black/ African American	22	23	1496	43.53%	81.82%	27.27%	13.64%	05/01/24	0%	13.64%	4.55%	40.91%	13.64%	13.64%	13.64%
Hispanic	18	25	1520	48.50%	72.22%	50%	11.11%	05/01/24	0%	5.56%	22.22%	5.56%	16.67%	38.89%	11.11%
Two or More Races	4	18	1419	33.65%	50%	25%	0%	05/01/24	0%	50%	0%	25%	0%	25%	0%
White	4	24	1503	46.63%	75%	50%	0%	05/01/24	0%	25%	0%	0%	25%	50%	0%
Currently Emergent Bilingual	13	27	1536	51.18%	84.62%	53.85%	15.38%	05/01/24	0%	7.69%	7.69%	23.08%	7.69%	38.46%	15.38%
Special Ed Indicator	13	18	1425	33.73%	53.85%	7.69%	0%	05/01/24	0%	30.77%	15.38%	15.38%	30.77%	7.69%	0%

### 5th Grade

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
McKamy Elementary	85	23	1480	45.02%	61.18%	34.12%	14.12%	05/01/24	7.06%	17.65%	14.12%	8.24%	18.82%	20%	14.12%
Economic Disadvantage	66	22	1459	42.83%	57.58%	28.79%	12.12%	05/01/24	7.58%	18.18%	16.67%	7.58%	21.21%	16.67%	12.12%
American Indian/Alaskan Native	1	38	1714	73.08%	100%	100%	100%	05/01/24	0%	0%	0%	0%	0%	0%	100%
Asian	1	30	1626	57.69%	100%	100%	0%	05/01/24	0%	0%	0%	0%	0%	100%	0%
Black/ African American	26	23	1527	44.38%	61.54%	19.23%	15.38%	05/01/24	0%	19.23%	19.23%	19.23%	23.08%	3.85%	15.38%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Hispanic	43	21	1404	41.28%	53.49%	32.56%	9.30%	05/01/24	13.95%	18.60%	13.95%	2.33%	18.60%	23.26%	9.30%
Two or More Races	4	26	1560	49.52%	75%	25%	25%	05/01/24	0%	25%	0%	0%	50%	0%	25%
White	10	30	1618	56.92%	80%	70%	20%	05/01/24	0%	10%	10%	10%	0%	50%	20%
Currently Emergent Bilingual	30	20	1348	39.17%	53.33%	30%	6.67%	05/01/24	20%	16.67%	10%	3.33%	20%	23.33%	6.67%
Special Ed Indicator	18	18	1433	33.97%	33.33%	16.67%	0%	05/01/24	0%	44.44%	22.22%	11.11%	5.56%	16.67%	0%

#### STAAR Science 2024

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
McKamy Elementary	85	14	3242	36.77%	31.76%	9.41%	2.35%	05/01/24	7.06%	30.59%	30.59%	11.76%	10.59%	7.06%	2.35%
Economic Disadvantage	66	13	3161	34.15%	25.76%	4.55%	0%	05/01/24	7.58%	33.33%	33.33%	9.09%	12.12%	4.55%	0%
American Indian/Alaskan Native	1	23	3927	58.97%	100%	0%	0%	05/01/24	0%	0%	0%	0%	100%	0%	0%
Asian	1	26	4120	66.67%	100%	100%	0%	05/01/24	0%	0%	0%	0%	0%	100%	0%
Black/African American	26	14	3336	37.08%	23.08%	11.54%	3.85%	05/01/24	0%	42.31%	34.62%	3.85%	7.69%	7.69%	3.85%
Hispanic	43	12	2985	30.53%	20.93%	2.33%	0%	05/01/24	13.95%	32.56%	32.56%	11.63%	6.98%	2.33%	0%
Two or More Races	4	16	3467	41.67%	50%	0%	0%	05/01/24	0%	25%	25%	25%	25%	0%	0%
White	10	22	3858	55.64%	80%	30%	10%	05/01/24	0%	0%	20%	30%	20%	20%	10%

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)	Date Taken	Excluded	Did Not Meet Low	Did Not Meet High	Approaches Low	Approaches High	Meets	Masters
Currently Emergent Bilingual	30	11	2847	28.03%	16.67%	3.33%	0%	05/01/24	20%	33.33%	30%	6.67%	6.67%	3.33%	0%
Special Ed Indicator	18	14	3312	36.32%	22.22%	11.11%	5.56%	05/01/24	0%	38.89%	38.89%	11.11%	0%	5.56%	5.56%

## TELPAS 2024

	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%

## Student Data:

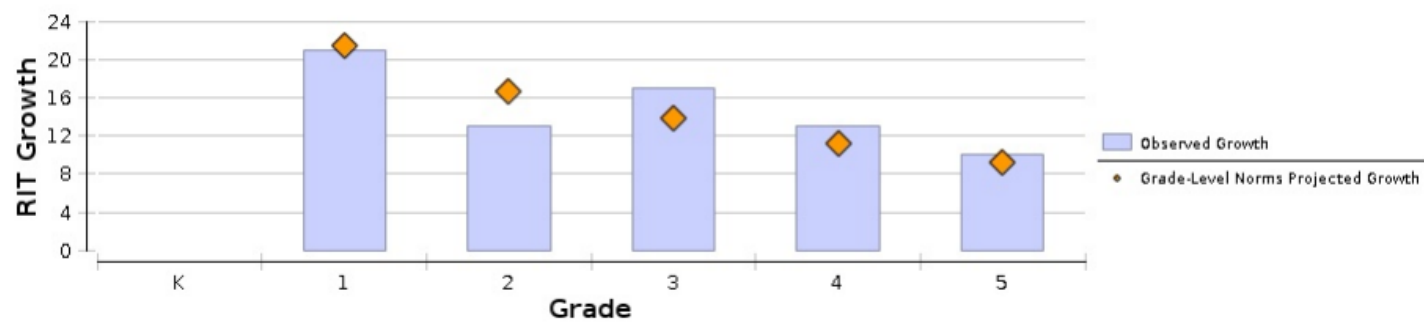
## K-5 Math MAP Growth

McKamy Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against							
		Spring 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2024)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	52	151.5	12.2	22	172.2	15.2	19	21	1.2	21.4	-0.30	38	52	29	56	50	
2	59	169.9	15.6	21	183.1	12.5	12	13	1.1	16.7	-1.53	6	59	15	25	23	
3	53	179.2	17.3	7	196.4	21.0	19	17	1.3	13.9	1.46	93	53	36	68	70	
4	51	191.6	15.0	10	204.6	17.7	18	13	1.1	11.3	0.77	78	51	35	69	63	
5	61	194.7	21.6	2	204.3	23.5	3	10	1.0	9.2	0.16	56	61	29	48	46	

Math: Math K-12



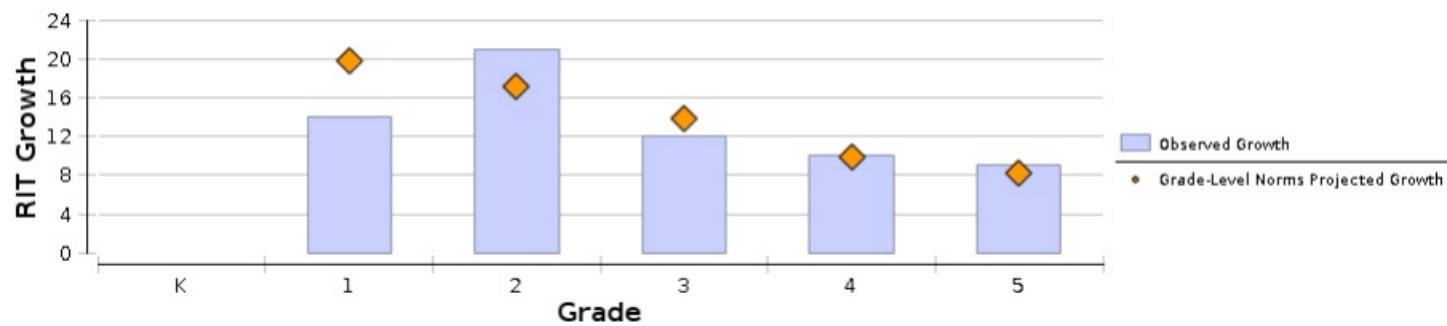
K-5 ELA MAP Growth

McKamy Elementary

Language Arts:  
Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Comparison Periods							Growth Evaluated Against							
		Spring 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	53	143.9	12.9	8	157.6	15.2	1	14	1.5	19.8	-2.29	1	53	10	19	26
2	60	159.7	15.4	5	181.1	16.4	23	21	1.2	17.1	1.71	96	60	43	72	71
3	53	175.7	18.4	10	187.6	24.0	8	12	1.9	13.9	-0.94	17	53	24	45	41
4	51	185.8	18.6	7	195.3	22.3	8	10	1.3	9.8	-0.17	43	51	26	51	48
5	59	189.8	23.7	2	198.5	23.4	4	9	1.3	8.3	0.22	59	59	31	53	50

Language Arts: Reading



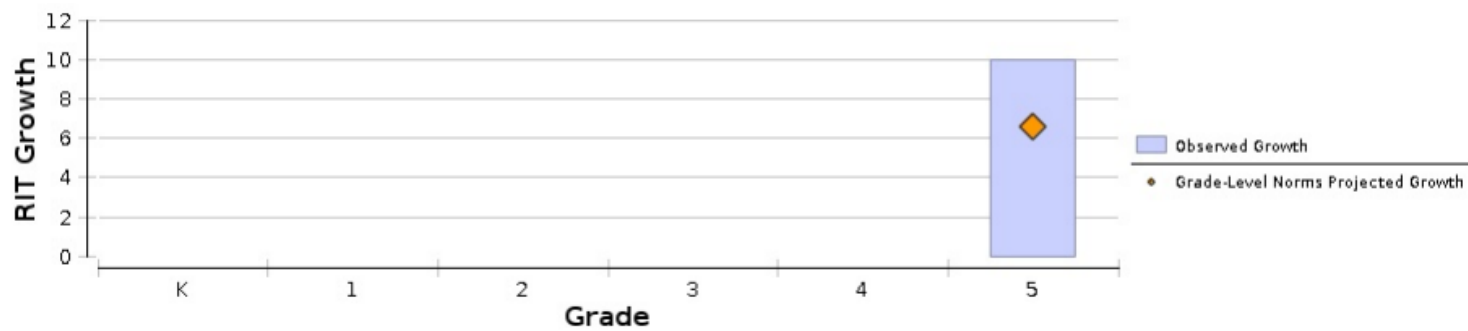
5th Science MAP Growth

McKamy Elementary

Science: Science K-12

Grade (Spring 2024)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Spring 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	58	191.6	15.7	5	201.4	16.6	20	10	1.3	6.6	1.34	91	58	35	60	65

Science: Science K-12



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 2024 STAAR results

Student Learning Strengths

McKamy Elementary student learning strengths include:

-41% of 3rd graders met the STAAR Math test.

- 60% of 5th graders met their projected growth measure in Science.
- 68% of 3rd graders met their projected growth measure in Math.
- 69% of 4th graders met their projected growth measure in Math.
- 56% of 1st graders met their projected growth in Math.
- 72% of 2nd graders met their projected growth in ELA.
- 51% of 4th graders met their projected growth in ELA.
- 53% of 5th graders met their projected growth in ELA.
- 42% of 5th-graders scored at meets grade level on the Reading STAAR test, compared to 15% the previous year.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 25% of 2nd graders met their projected MAP growth projection for Math.

**Root Cause:** Students lack mathematical and computational fluency.

**Problem Statement 2 (Prioritized):** Kindergarten, 1st and 3rd grade did not meet projected MAP growth projection for Reading.

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

**Problem Statement 3 (Prioritized):** 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.

**Problem Statement 4:** 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 5 (Prioritized):** 5th-grade STAAR Science testers performed significantly below the district average at the Approaches grade level.

**Root Cause:** Instructional staff often forego science instruction, focusing on math and reading, which creates insurmountable student gains.

**Problem Statement 6 (Prioritized):** Special education students are not making adequate progress in math and reading.

**Root Cause:** Special education students often lack the comprehensive support (academic and social) needed to realize gains.

# 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.

McKamy is an AVID Campus. 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 and 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 2023-24 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.
- 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):** 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 2 (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.

**Problem Statement 3 (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.

# 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:** McKamy has an average daily attendance of 93%, which increased from last school year.

**Root Cause 1:** The value of daily attendance is not reinforced or supported to the level of accountability for all stakeholders.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Some students lack the necessary emotional skills to control and regulate their emotions.

**Root Cause 2:** The students have not been taught replacement behaviors necessary to control their emotions.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Student trauma has caused severe behavior escalations.

**Root Cause 3:** Adverse childhood experiences in students are high.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** W.I.N. Time is in place for each grade, level but there is inconsistent implementation of intervention time by grade level.

**Root Cause 4:** A need to review the W.I.N. process should happen so that teams are clear on the process.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Kindergarten, 1st and 3rd grade did not meet projected MAP growth projection for Reading.

**Root Cause 5:** A combination of students not reading on grade level, and phonics knowledge.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** 25% of 2nd graders met their projected MAP growth projection for Math.

**Root Cause 6:** Students lack mathematical and computational fluency.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** 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 7:** Some teachers don't understand the why behind certain behavior processes and consequences.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** More events are needed to bridge the relationships between home and school.

**Root Cause 8:** The school should have more events to help get families involved.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Between Oct-May, McKamy Elementary enrolled 60 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 9:** 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 9 Areas:** Demographics

**Problem Statement 10:** More students are at the beginning level than the previous year according to TELPAS composite scores.

**Root Cause 10:** Our newcomer student population has increased within the last year.

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** 5th-grade STAAR Science testers performed significantly below the district average at the Approaches grade level.

**Root Cause 11:** Instructional staff often forego science instruction, focusing on math and reading, which creates insurmountable student gains.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** Special education students are not making adequate progress in math and reading.

**Root Cause 12:** Special education students often lack the comprehensive support (academic and social) needed to realize gains.

**Problem Statement 12 Areas:** Student Learning

# Guiding Objectives

Revised/Approved: August 7, 2024

## Guiding Objective 1: Optimize Engaging and Diverse Learning


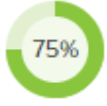




**Goal 1:** By May 2025, 80% or more of the students in grades K-5 will read on grade level.

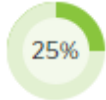



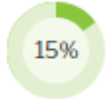







### High Priority

**Evaluation Data Sources:** Phonics Assessments

MAP Growth Data

F&P assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Reading levels improve. <b>Staff Responsible for Monitoring:</b> Principal/Instructional Coaches  <b>Problem Statements:</b> Student Learning 2, 6	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase RazKids, Learning A to Z, Flocabulary, Happy Numbers, Scholastic News as supplemental technological programs to help students with comprehension, reading skills, and fluency and student headphones so students can effectively use the programs. <b>Strategy's Expected Result/Impact:</b> Student reading levels improve. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal  <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Technology purchases - 211 Title I - 211-11-6395-00-124-99-000 - \$6,209	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Hire 3 small group teachers to help reinforce essential knowledge and skills and close achievement gaps of identified students. <b>Strategy's Expected Result/Impact:</b> Student achievement improves. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Pay small group teachers. - 211 Title I - 211-11-6117-00-124-30-000 - \$5,275	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Purchase classroom learning materials for students including read aloud books, classroom library books, decodable books, math, science and social studies books that create windows, mirrors and sliding glass doors, manipulatives and supplies. <b>Strategy's Expected Result/Impact:</b> Students are able to read diverse books and use materials to improve learning. <b>Staff Responsible for Monitoring:</b> Coaches  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Books and Supplies - 211 Title I - 211-11-6329-00-124-99-000 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Providing training for two primary teachers, two intermediate teachers, and one admin on strategies to support our increasing emergent bilingual students. <b>Strategy's Expected Result/Impact:</b> Teachers learn new and revised strategies to improve student achievement. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 - Student Learning 3 <b>Funding Sources:</b> Professional Development - 211 Title I - 211-13-6411-00-124-99-000 - \$100	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Goal 1 Problem Statements:

### Demographics

**Problem Statement 2:** Between Oct-May, McKamy Elementary enrolled 60 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.

### Student Learning

**Problem Statement 1:** 25% of 2nd graders met their projected MAP growth projection for Math. **Root Cause:** Students lack mathematical and computational fluency.

**Problem Statement 2:** Kindergarten, 1st and 3rd grade did not meet projected MAP growth projection for Reading. **Root Cause:** A combination of students not reading on grade level, and phonics knowledge.

**Problem Statement 3:** 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.

**Problem Statement 6:** Special education students are not making adequate progress in math and reading. **Root Cause:** Special education students often lack the comprehensive support (academic and social) needed to realize gains.



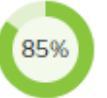






Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, 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			
<b>Strategy 1:</b> Provide supplemental programs and services including: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, and Emergent Bilingual Support. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement on state and local assessments <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Teachers  <b>Title I:</b> 2.4, 2.6 <b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6 - School Processes & Programs 1 <b>Funding Sources:</b> Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$142,200, Title I Instructional Coach - 211 Title I - 211-13-6119-00-124-30-000 - \$83,686		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 2 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> 25% of 2nd graders met their projected MAP growth projection for Math. <b>Root Cause:</b> Students lack mathematical and computational fluency.</p> <p><b>Problem Statement 2:</b> Kindergarten, 1st and 3rd grade did not meet projected MAP growth projection for Reading. <b>Root Cause:</b> A combination of students not reading on grade level, and phonics knowledge.</p> <p><b>Problem Statement 3:</b> More students are at the beginning level than the previous year according to TELPAS composite scores. <b>Root Cause:</b> Our newcomer student population has increased within the last year.</p> <p><b>Problem Statement 5:</b> 5th-grade STAAR Science testers performed significantly below the district average at the Approaches grade level. <b>Root Cause:</b> Instructional staff often forego science instruction, focusing on math and reading, which creates insurmountable student gains.</p> <p><b>Problem Statement 6:</b> Special education students are not making adequate progress in math and reading. <b>Root Cause:</b> Special education students often lack the comprehensive support (academic and social) needed to realize gains.</p>

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> W.I.N. Time is in place for each grade, level but there is inconsistent implementation of intervention time by grade level. <b>Root Cause:</b> 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 3: By May 2025, 75% 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			
<b>Strategy 1:</b> Refine W.I.N. time to meet the needs of all students to provide intervention for students who have not learned essential skills. <b>Strategy's Expected Result/Impact:</b> Student achievement improves. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/Instructional Coach  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase Navigating Numeracy Progression Learning Center Kits to improve student learning and mathematical fluency. <b>Strategy's Expected Result/Impact:</b> Student learning improves and student learns more skills. <b>Staff Responsible for Monitoring:</b> Math Coach  <b>Problem Statements:</b> Student Learning 1, 6 - School Processes & Programs 1 <b>Funding Sources:</b> Mathematical Numeracy Fluency Kits - 211 Title I - \$2,100	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 25% of 2nd graders met their projected MAP growth projection for Math. <b>Root Cause:</b> Students lack mathematical and computational fluency. <b>Problem Statement 6:</b> Special education students are not making adequate progress in math and reading. <b>Root Cause:</b> Special education students often lack the comprehensive support (academic and social) needed to realize gains.

### School Processes & Programs








**Problem Statement 1:** 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 4: By May 2025, 75% 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			
<b>Strategy 1:</b> Use Collaborative Team Time (CTT) to determine essential standards and use data to plan reading and mathematics. <b>Strategy's Expected Result/Impact:</b> Student achievement improves. <b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/Instructional Coach  <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4 Problem Statements:











Student Learning
<b>Problem Statement 1:</b> 25% of 2nd graders met their projected MAP growth projection for Math. <b>Root Cause:</b> Students lack mathematical and computational fluency. <b>Problem Statement 2:</b> Kindergarten, 1st and 3rd grade did not meet projected MAP growth projection for Reading. <b>Root Cause:</b> A combination of students not reading on grade level, and phonics knowledge.

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 5:** By May 2025, 65% or more of students 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			
<b>Strategy 1:</b> Implement focused tutoring and extended tutoring as needed to help students who need additional intervention. <b>Strategy's Expected Result/Impact:</b> Student achievement improves. <b>Staff Responsible for Monitoring:</b> Principal/Coaches  <b>Problem Statements:</b> Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Use the progress learning component to reinforce 3rd and 4th grade TEKS that are not yet mastered. <b>Strategy's Expected Result/Impact:</b> The students will meet their goal. <b>Staff Responsible for Monitoring:</b> The principal and teachers.  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide opportunities for students to experience real-world science activities through various modalities, including science camp, science outdoor learning center, and the Dallas Zoo. <b>Strategy's Expected Result/Impact:</b> Student achievement improves. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Student Learning 5, 6 <b>Funding Sources:</b> Entry fee to zoo and bus cost. - 211 Title I - \$1,330	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A	N/A	
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Goal 5 Problem Statements:

### Student Learning

**Problem Statement 1:** 25% of 2nd graders met their projected MAP growth projection for Math. **Root Cause:** Students lack mathematical and computational fluency.

**Problem Statement 2:** Kindergarten, 1st and 3rd grade did not meet projected MAP growth projection for Reading. **Root Cause:** A combination of students not reading on grade level, and phonics knowledge.

**Problem Statement 5:** 5th-grade STAAR Science testers performed significantly below the district average at the Approaches grade level. **Root Cause:** Instructional staff often forego science instruction, focusing on math and reading, which creates insurmountable student gains.

**Problem Statement 6:** Special education students are not making adequate progress in math and reading. **Root Cause:** Special education students often lack the comprehensive support (academic and social) needed to realize gains.

### School Processes & Programs

**Problem Statement 1:** 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 July 2025, reduce summer learning loss in 75% of our Tier 2 and 3 level intervention students in reading and math.

High Priority

Evaluation Data Sources: Reading Level Scores  
MAP Scores  
BOY Testing in ELA, Math, Reading and Writing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Providing targeted resources and opportunities for continued student engagement during the summer months that include decodable phonics resources, math resources, reading books, and high engagement activities. <b>Strategy's Expected Result/Impact:</b> Student learning loss from no school during the summer months will decrease. <b>Staff Responsible for Monitoring:</b> Principal  <b>Problem Statements:</b> Student Learning 1, 2, 3, 6 <b>Funding Sources:</b> Decodable books, reading books, math manipulatives and materials, math activities, phonics materials. - 211 Title I - \$5,500	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A	N/A	

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Goal 6 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 25% of 2nd graders met their projected MAP growth projection for Math. <b>Root Cause:</b> Students lack mathematical and computational fluency.
<b>Problem Statement 2:</b> Kindergarten, 1st and 3rd grade did not meet projected MAP growth projection for Reading. <b>Root Cause:</b> A combination of students not reading on grade level, and phonics knowledge.
<b>Problem Statement 3:</b> More students are at the beginning level than the previous year according to TELPAS composite scores. <b>Root Cause:</b> Our newcomer student population has increased within the last year.
<b>Problem Statement 6:</b> Special education students are not making adequate progress in math and reading. <b>Root Cause:</b> Special education students often lack the comprehensive support (academic and social) needed to realize gains.



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

**Goal 1:** By August 2024, 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			
<b>Strategy 1:</b> Meet with the Safety and Security team monthly to review safety and security procedures. <b>Strategy's Expected Result/Impact:</b> The safety and security of the students and staff are preserved. <b>Staff Responsible for Monitoring:</b> Security Officer Principal  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 50%	<div><div></div></div> 75%	<div><div></div></div> 90%	
<div><div><div></div>0% No Progress</div><div><div></div>100% Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**Goal 1 Problem Statements:**

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

Guiding Objective 3: Optimize Community Engagement

Goal 1: By December 2024, 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			
	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 25%	<div><div></div></div> 100%	<div><div></div></div> 100%	

0%

No Progress

100%

Accomplished

→

Continue/Modify

✖

Discontinue

Goal 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> More events are needed to bridge the relationships between home and school. <b>Root Cause:</b> The school should have more events to help get families involved.

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

Goal 1: By May 2025 we will increase the student attendance percentage from 93% to 96%.

High Priority

Evaluation Data Sources: Student attendance rates.

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

Goal 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> McKamy has an average daily attendance of 93%, which increased from last school year. <b>Root Cause:</b> 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 December 2024, staff will increase usage of the LiveSchool PBIS monitoring system from 90% 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			
<b>Strategy 1:</b> Purchase LiveSchool as a Tier I behavior management system for students to earn points for appropriate behavior. <b>Strategy's Expected Result/Impact:</b> Students are motivated, resulting in decreased behavior outbursts. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Problem Statements:</b> School Processes & Programs 3 <b>Funding Sources:</b> Purchase LiveSchool - 211 Title I - 211-11-6299-00-124-99-000 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 100%	<div><div></div></div> 100%	<div><div></div></div> 100%	
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase positive behavior rewards and supports as rewards for appropriate student behavior. <b>Strategy's Expected Result/Impact:</b> Student positive behavior increases <b>Staff Responsible for Monitoring:</b> AP  <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 1 <b>Funding Sources:</b> Behavior Rewards - 211 Title I - 211-11-6399-00-124-99-000 - \$3,500	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 20%	<div><div></div></div> 50%	<div><div></div></div> 70%	
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Goal 2 Problem Statements:








School Processes & Programs
<b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Some teachers don't understand the why behind certain behavior processes and consequences.
Perceptions
<b>Problem Statement 1:</b> Some students lack the necessary emotional skills to control and regulate their emotions. <b>Root Cause:</b> The students have not been taught replacement behaviors necessary to control their emotions.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By August 2024, 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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> # of office referrals and PAC referrals decrease. <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Problem Statements:</b> Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Some students lack the necessary emotional skills to control and regulate their emotions. <b>Root Cause:</b> The students have not been taught replacement behaviors necessary to control their emotions.
<b>Problem Statement 2:</b> Student trauma has caused severe behavior escalations. <b>Root Cause:</b> Adverse childhood experiences in students are high.

# 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 - Previous

## 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.

## **Title I - Updated**



# Campus Improvement Committee

Committee Role	Name	Position
Non-classroom Professional	Tara Lortie	Librarian
Classroom Teacher	Maria Cervantes	3rd-grade Teacher
Classroom Teacher	Jada Ford	1st-grade Teacher
Classroom Teacher	Nicolette Daugherty	5th-grade Teacher
Non-classroom Professional	Kimberly Hall	Counselor
Parent	Alesia Brazil	Parent
Community Representative	Demetria Glosson	PTA Member
Administrator	Matthew Pruitt	Principal
Classroom Teacher	Jayla Williams	Kindergarten Teacher
Administrator	Alexandra Klarer	Assistant Principal
Non-classroom Professional	Vanessa Reimer	Special Education
Classroom Teacher	Greg Perry	2nd-grade Teacher
Classroom Teacher	Emily Varela	4th-grade Teacher
Classroom Teacher	Sara Castro	PK Teacher

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024