

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

## **McCoy 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

McCoy Elementary School is in Carrollton—Farmers Branch ISD, a suburban district with 24 elementary schools, six middle schools, five high schools, and an alternative education campus. McCoy serves a majority of Asian students in grades K-5. In the 2023-2024 school year, total enrollment was **432**, representing a decrease of fifteen students.

In 2022-23, the student population was **19%** White, **9%** African American, **26%** Hispanic, **37%** Asian, **1%** Native American, and **8%** for Two or More Races.

Additionally, the campus serves **28%** economically disadvantaged students, **15%** special education students, **14%** Emergent Bilingual students, **24%** At-Risk students, zero Homeless families, **five** Immigrant families, and **13** students who qualify for Section 504 services.

Attendance rates include **94%** African American, **94%** Hispanic, **94%** White, **94%** Asian, **95%** Native American, and **94%** economically disadvantaged.

The most current data indicate the campus has a mobility rate of **8%**, which is less than the standard.

Our **252** gifted and talented learners constituted **58%** of our population. The gender split in the GT group was 100 females and 152 males. Of the four major ethnic groups, our GT learners were 53% Asian.

64 learners qualified for special education services, representing 15% of our population. 13 learners had 504 accommodations, 3% of the total enrollment.

The average daily attendance for 2023-24 was 97%, an increase from the prior year.

The staff at McCoy Elementary includes 33 teachers, five professional staff, three educational aides, and two administrators. Of the 33 teachers, 25 hold bachelor's degrees, and six hold master's degrees and one doctorate. There is one male teacher and 32 female teachers. The staff comprises nine African Americans, 10 Hispanics, 30 Whites, and six Asian teachers for a total of 58 members.

We used the following data points to glean the results of the Demographics Summary:

- a. Campus Demographics
- b. TAPR Report (2022- 2023)
- c. TEA 2022 School Report Card
- d. On Data Suites

### Demographics Strengths

McCoy Elementary has many strengths. A few of the most notable are:

1. There is a low percentage of the student population with chronic absenteeism.
2. The accountability rating is an A.
3. The campus percentage of at-risk students is 24% lower than the district.
4. Of the 13 (3rd- 5th graders) ELL/EB students, 11 will reclassify since passing the STAAR.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Based on the Spring MAP and STAAR Science scores 5th-grade science is an area of potential growth as our students did not perform as well.

**Root Cause:** Science is not prioritized in all grade levels to ensure concepts are learned deeply.

**Problem Statement 2:** Although attendance has increased from 2022-2023 to the current year, our Kindergarten students lag behind the other students with an overall attendance rate of 95%.

**Root Cause:** Monitoring and notifying parents need to take place monthly to be consistent. Prioritize attendance recognition.

# Student Learning

## Student Learning Summary

On 2nd through 5th grade MAP scores, approximately 50% will meet or master on Reading and Math STAAR. All grades and all contents are not maintaining or increasing in meets or masters percentages. 5th-grade science dropped, with 59% mastering, 12% meeting, 21% approaching, and 9% not meeting.

Hence, for the 2024-2025 school year, McCoy will prioritize student growth in reading and science. Using various strategies MTSS (Multi-Tiered Systems of Support) to help focus our efforts on our students' development. Following the DDI process during our Professional Learning Communities and SNAP meetings enabled the staff to track student progress while using high-priority learning standards to reduce possible learning loss.

In addition, meeting the social-emotional needs of all learners has been a high priority for McCoy as we've worked with the company Transcend to implement strategies from the Whole Child Model. We will continue implementing strategies to address our students' social-emotional well-being.

Moving forward, for the 2024-2025 school year, we will be using previous data from the state along with these examples of various data collection tools that help support and track learner growth and specific areas of need: NWEA MAP, Progress Learning, Panorama Data, TELPAS, Student Engagement, and Classroom Climate and along with Observations and Feedback,

Progress Monitoring Tools, Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/504/English Learner,

Tutoring/Documentation of Learner Growth.

Thus, the following data graphs are from the 2022-2023 state accountability information.

STAAR 3-8 Academic

Performance All Grades

## Student Learning Strengths

A few strengths are:

- Over half of the 5th graders are projected to master STAAR based on MAP data.
- The 3rd graders are above grade level norms for all three MAP subjects.
- The campus's Math and Reading STAAR scores increased based on the 2022-2023 data.

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

**Problem Statement 1:** Based on the Spring MAP and STAAR Science scores 5th-grade science is an area of potential growth as our students did not perform as well.

**Root Cause:** Science is not prioritized in all grade levels to ensure concepts are learned deeply.

**Problem Statement 2:** PLCs and other content meetings need to be geared to help improve teaching.

**Root Cause:** Not all teachers need the same support provided in PLCs. and content meetings

**Problem Statement 3 (Prioritized):** Teacher training and staff development should be differentiated to reach differing sub-pops and levels of instruction.

**Root Cause:** Training and professional development sessions are focused on new hires and are not differentiated for veteran teachers or teachers with students who have special needs.

**Problem Statement 4:** Lack of collaboration with direct colleagues.

**Root Cause:** 88% of the teachers feel that they do meaningful work with their teams, however, PD and PLCs are not geared toward this kind of work.

**Problem Statement 5 (Prioritized):** 35% of the students in 3rd- 5th answered that someone had bullied them during the year.

**Root Cause:** Students' understanding of bullying isn't always accurate. Explicit definitions are needed to clarify what is and isn't bullying.

# School Processes & Programs

## School Processes & Programs Summary

Our school's students have shown significant academic progress compared to similar students in the state, as evidenced by their high test scores and strong academic skills. The school prioritizes meeting the needs of our students to promote intellectual growth and achievement, with scores that surpass the state and district averages. Our teachers are confident in their abilities to contribute to student academic growth and social-emotional development.

At CFB, we prioritize intentional and research-based practices to support our students. Our staff regularly monitors progress and gathers feedback to make necessary modifications to ensure that our students, staff, and families feel safe on campus. We conduct monthly SRP drills to ensure we are always prepared for crises.

Our learning framework emphasizes collaboration, communication, critical thinking, problem-solving, and social contribution. At McCoy Elementary, we work as a Professional Learning Community to analyze data and determine responsive interventions and enrichment opportunities to meet each learner's unique academic and social-emotional needs. We offer specialized services such as Special Education, Structured Learning, Multi-sensory Teaching Approach, English as a Second Language, and Gifted and Talented Intervention to address individual learning needs.

We prioritize professional development for our teachers, encouraging them to attend district and out-of-district training opportunities to build their capacity. We also offer multiple teacher leadership opportunities at the campus and district levels to promote collaboration and growth.

## School Processes & Programs Strengths

- Three-program campus: LEAP, General Education, & ABC in an open enrollment district
- K-5, 432 students
- All staff are certified in their respective area of work
- The staff feels the work they do each day has a lasting impact on our students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** PLCs and other content meetings need to be geared to help improve teaching.

**Root Cause:** Not all teachers need the same support provided in PLCs. and content meetings

**Problem Statement 2:** Lack of collaboration with direct colleagues.

**Root Cause:** 88% of the teachers feel that they do meaningful work with their teams, however, PD and PLCs are not geared toward this kind of work.

**Problem Statement 3:** Based on the Spring MAP and STAAR Science scores 5th-grade science is an area of potential growth as our students did not perform as well.

**Root Cause:** Science is not prioritized in all grade levels to ensure concepts are learned deeply.



**Problem Statement 4 (Prioritized):** Teacher training and staff development should be differentiated to reach differing sub-pops and levels of instruction.

**Root Cause:** Training and professional development sessions are focused on new hires and are not differentiated for veteran teachers or teachers with students who have special needs.

**Problem Statement 5 (Prioritized):** According to the Spring Panorama Survey, 48% of students identified classroom climate as an area for improvement.

**Root Cause:** When instruction is diverted due to inappropriate behaviors, students feel that it does not necessarily impact their learning.

# Perceptions

## Perceptions Summary

McCoy Elementary is a unique campus with a diverse student population as there are over five dominant languages spoken by many of our families: Urdu, Telugu, Tamil, Hindi, and Spanish. Our families speak other languages, but they are not the most dominant for our student population. In addition, to the various languages and cultures that represent McCoy's families, there are also three very different programs within McCoy's four walls. These programs draw families from all over the Dallas Ft. Worth Metroplex as they have heard about the high achievement of our LEAP program.

Not only does McCoy serve the most intellectual students, but we also serve the neighborhood students who live in the McCoy attendance zone. The last program we serve is our Academic Bridging Class (A, B, Class), a specialized program for high-functioning students with Autism. Students must receive a placement through an ARD Committee to attend this program.

Many of our parents are high achievers and want the best for their young scholars. Our parents know McCoy's reputation for high achievement and will wait for a spot to open just so their young scholars may attend.

In addition, our parents want more ways to connect with the campus life and staff.

a. Panorama Student Survey 23-24

b. Parent Surveys

## Perceptions Strengths

a. Communicate consistently and often using Social Media, Newsletters via Parent Square, and McCoy Website.

b. Survey staff members about the attributes they look for when recommending this district as a good place to work.

c. McCoy has an awesome PTA

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to the Spring Panorama Survey, 48% of students identified classroom climate as an area for improvement.

**Root Cause:** When instruction is diverted due to inappropriate behaviors, students feel that it does not necessarily impact their learning.

**Problem Statement 2 (Prioritized):** 35% of the students in 3rd- 5th answered that someone had bullied them during the year.

**Root Cause:** Students' understanding of bullying isn't always accurate. Explicit definitions are needed to clarify what is and isn't bullying.

# Priority Problem Statements

**Problem Statement 1:** Teacher training and staff development should be differentiated to reach differing sub-pops and levels of instruction.

**Root Cause 1:** Training and professional development sessions are focused on new hires and are not differentiated for veteran teachers or teachers with students who have special needs.

**Problem Statement 1 Areas:** Student Learning - School Processes & Programs

**Problem Statement 2:** According to the Spring Panorama Survey, 48% of students identified classroom climate as an area for improvement.

**Root Cause 2:** When instruction is diverted due to inappropriate behaviors, students feel that it does not necessarily impact their learning.

**Problem Statement 2 Areas:** School Processes & Programs - Perceptions

**Problem Statement 3:** 35% of the students in 3rd- 5th answered that someone had bullied them during the year.

**Root Cause 3:** Students' understanding of bullying isn't always accurate. Explicit definitions are needed to clarify what is and isn't bullying.

**Problem Statement 3 Areas:** Student Learning - Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

## **Employee Data**

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Guiding Objectives



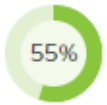
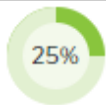


Revised/Approved: August 7, 2024

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** Using BOY MAP scores, 90% of students will demonstrate growth in reading and math by their EOY MAP scores and F&P scores.

**High Priority**

**Evaluation Data Sources:** MAP and F&P

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide weekly tutoring for any student not meeting the approaches level on MAP and/ or STAAR. <b>Strategy's Expected Result/Impact:</b> Students will increase their knowledge in reading and math skills. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Dyslexia Specialists, and Administrator  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide supplemental services and resources 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> Administrator, Classroom Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Supplemental interventions and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$131,200	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify


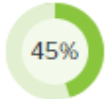







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**Guiding Objective 2:** Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

**Goal 1:** We will continue to work with all parties on using the SRP effectively to ensure a clear understanding of what to do in case of an emergency.

**High Priority**  
**Evaluation Data Sources:** Panorama Student Survey, and Parent Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct parent meetings with support from the security team to explain the SRP protocol during the beginning, middle and end of school. <b>Strategy's Expected Result/Impact:</b> The parents will understand the process and drills that are required by the state. <b>Staff Responsible for Monitoring:</b> Campus Administrators and Campus Security Officers  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	 20%	 45%	 50%	
<div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div>				

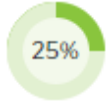








Guiding Objective 3: Optimize Community Engagement

**Goal 1:** During the 2024 - 2025 school year, McCoy Elementary will increase the number of family engagement opportunities by an additional two events per semester.

**High Priority**

**Evaluation Data Sources:** Gathering parent registrations, sign-in sheets at events and EOY parent survey.










Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use parent survey data to select activities the parents would like to engage in. <b>Strategy's Expected Result/Impact:</b> More connections among the various families. <b>Staff Responsible for Monitoring:</b> Administrators and Counselor  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

**Goal 1:** During the 2024 - 2025 school year, McCoy will continue supporting our students through Strong Start, AVID, and Stanford Harmony to help support students making connections with other students and their teachers.

**High Priority**

**Evaluation Data Sources:** Walk-throughs, parent feedback and student feedback

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide support for the Whole Child framework. <b>Strategy's Expected Result/Impact:</b> Student Survey will show growth. <b>Staff Responsible for Monitoring:</b> All staff  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase student engagement through teacher-student connections. <b>Strategy's Expected Result/Impact:</b> Students will feel more connected to their teachers and want to work harder. <b>Staff Responsible for Monitoring:</b> All staff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create a sense of belonging and safety within our school community through school-wide team-building activities. <b>Strategy's Expected Result/Impact:</b> Our goal is to reach 72% (currently 67%) in the area of school belonging and 75% (currently 75%) in the area of school safety. <b>Staff Responsible for Monitoring:</b> All staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



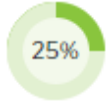






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Guiding Objective 5: Optimize All Available Resources

Goal 1: During the 2024 - 2025 school year, McCoy will hold monthly meetings to ensure strong alignment and communication from team to team regarding the various staff needs from available resources.

High Priority

Evaluation Data Sources: Monthly agendas and Sign-in sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Meet once a month with each core team ( all staff members, team leaders, administrators, and secretary) to assess all resources.  <b>Strategy's Expected Result/Impact:</b> To ensure tight alignment of all resources. <b>Staff Responsible for Monitoring:</b> Administrators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# State Compensatory

## Budget for McCoy Elementary

**Total SCE Funds:** \$131,200.00

**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.

# Campus Improvement Committee

Committee Role	Name	Position
Parent	Tracy McLeod	Parent
Parent	Sarah Barca	Parent
Parent	Michael Dutton	Parent
Business Representative	Yvette Kaplinsky	Business Representative
Classroom Teacher	Tiffany Joel	Kindergarten Teacher
Enrichment Teacher	Christa Schmidt	Music Teacher
Classroom Teacher	Maral Aznavour	4th Grade Teacher
Classroom Teacher	Emily Baggett	1st Grade Teacher
Business Representative	Nicholas Gambill	Restaurant Owner
Parent	Ruby Finney	parent
Classroom Teacher	Lina Nachawati	5th Grade Teacher
Classroom Teacher	Heidi Caywood	3rd Grade Teacher
Classroom Teacher	Angela Talbott	2nd Grade Teacher
Administrator	Megan Britton	Assistant Principal
Administrator	Charlotte Thomas	Principal
Classroom Teacher	Kim Jones	Special Education 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