

# Carrollton-Farmers Branch Independent School District

## McKamy Elementary

### 2025-2026 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

## 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 2025, the student population was 64% Hispanic, 26% African-American, 4% White, 3% Two-or-More Races, and 2% Asian. Males make up 56% of our learners, and females make up 44%. In May 2025, McKamy had approximately 553 students. Our economically disadvantaged percentage was 75%. Additionally, 56% of our students are emergent bilingual, up from 3% last school year, 16% are in special education, and 4% are 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 93%. McKamy's mobility rate is slightly above the state and district, at 22.6%. The district averages are 18.6%, and the state is 16.1%.

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. 24% of our staff identify as Hispanic, 32% African-American, and 44% 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 is the same as 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

At McKamy Elementary, student learning is at the heart of every decision we make. Our commitment to academic excellence and equitable outcomes drives our focus on data-informed instruction and intentional support systems. We use a variety of assessments to monitor student learning, including local benchmarks, universal screeners, formative classroom assessments, and the STAAR exam for applicable grade levels.

Overall, our data indicates areas of strength as well as critical areas for growth. In recent years, our students have demonstrated solid progress in early literacy, especially in foundational reading skills in the primary grades. Our implementation of evidence-based literacy practices and structured phonics instruction has supported strong growth in K–2. Additionally, our math data shows that students are developing procedural fluency and number sense, though there is a need for deeper conceptual understanding and problem-solving strategies in upper grades.

While we celebrate academic gains, we also recognize achievement gaps that persist among specific student groups, including our English Learners, students receiving special education services, and economically disadvantaged students. Addressing these gaps through targeted intervention, culturally responsive teaching, and inclusive practices remains a campus-wide priority.

Our campus regularly analyzes data through PLCs to adjust instruction, group students for intervention or enrichment, and monitor progress toward learning goals. Teachers and administrators collaborate to ensure instruction is aligned with TEKS and that students are consistently challenged and supported.

We are proud of the hard work our students and staff put in each day. Our goal is to create an environment where every child grows academically, socially, and emotionally and leaves McKamy Elementary prepared for future success.

## STAAR 2024-2025

### 3rd Grade

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Reading Language Arts Spanish, Grade 3	May 2025 STAAR Mathematics, Grade 3
<b>McKamy Elementary</b>			
Total Students	42	29	71
Raw Score	24	25	17
Scale Score	1415	1359	1400
Percent Score	46.79%	49.01%	46.94%
Approaches Grade Level (TX)	69.05%	65.52%	59.15%
Meets Grade Level (TX)	45.24%	24.14%	30.99%
Masters Grade Level (TX)	16.67%	13.79%	9.86%

**4th Grade**

	May 2025 STAAR Reading Language Arts, Grade 4	May 2025 STAAR Reading Language Arts Spanish, Grade 4	May 2025 STAAR Mathematics, Grade 4
<b>McKamy Elementary</b>			
Total Students	41	29	63
Raw Score	26	29	20
Scale Score	1526	1478	1528
Percent Score	50.70%	56.10%	51.19%
Approaches Grade Level (TX)	75.61%	65.52%	55.56%
Meets Grade Level (TX)	48.78%	48.28%	41.27%
Masters Grade Level (TX)	19.51%	27.59%	15.87%

**5th Grade**

	May 2025 STAAR Reading Language Arts, Grade 5	May 2025 STAAR Reading Language Arts Spanish, Grade 5	May 2025 STAAR Mathematics, Grade 5	May 2025 STAAR Science, Grade 5
<b>McKamy Elementary</b>				
Total Students	37	36	61	61
Raw Score	0	28	23	17
Scale Score	1620	1490	1618	3515
Percent Score	0%	53.10%	54.29%	44.18%
Approaches Grade Level (TX)	75.68%	69.44%	65.57%	47.54%
Meets Grade Level (TX)	64.86%	30.56%	37.70%	11.48%
Masters Grade Level (TX)	37.84%	19.44%	22.95%	8.20%

Student Data:

K-5 Math MAP Growth

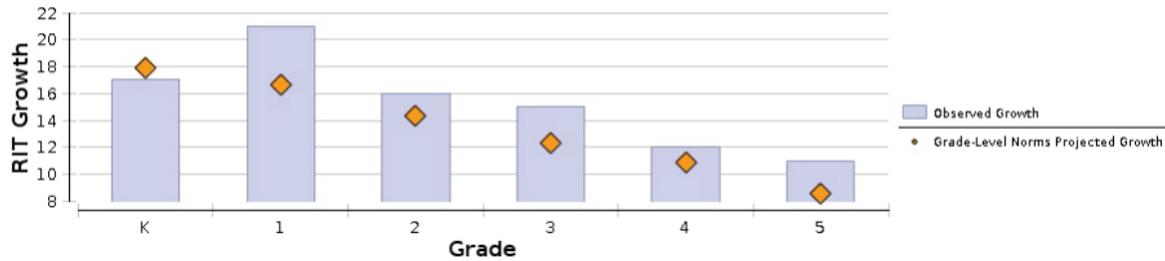
Small Group Progress

McKamy Elementary

Math: Math K-12

Grade (Spring 2025)	Total Number of Growth Events†	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2025			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	60	136.9	11.0	31	153.5	13.7	24	17	1.0	17.9	-0.59	28	60	26	43	45
1	82	148.9	13.6	3	170.0	19.0	15	21	1.2	16.7	1.77	96	82	55	67	77
2	73	170.1	13.5	20	185.5	13.2	27	16	0.8	14.4	0.46	68	73	36	49	46
3	58	183.0	13.9	18	197.8	14.5	31	15	0.9	12.4	1.16	88	58	41	71	65
4	58	198.5	14.2	44	210.2	15.3	48	12	0.9	10.9	0.41	66	58	34	59	55
5	64	198.3	20.3	7	209.0	21.7	12	11	1.1	8.6	0.90	82	64	38	59	56

Math: Math K-12



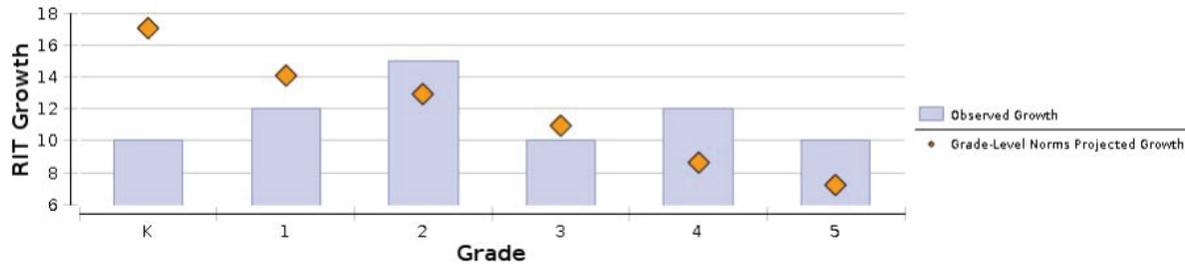
K-5 ELA MAP Growth

**McKamy Elementary**

Language Arts:  
Reading

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2025			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	58	130.6	11.7	12	140.4	17.2	1	10	1.4	17.1	-2.98	1	58	15	26	7
1	82	140.9	15.0	1	153.2	17.7	1	12	1.0	14.1	-0.72	24	82	29	35	28
2	71	161.7	14.1	5	176.9	15.6	11	15	1.2	12.9	0.91	82	71	33	46	45
3	56	176.9	16.9	9	187.2	19.0	8	10	1.3	10.9	-0.30	38	56	26	46	45
4	58	188.1	21.2	12	199.8	20.2	24	12	1.1	8.6	1.48	93	58	38	66	65
5	65	190.3	22.7	2	200.5	23.3	7	10	1.2	7.2	1.49	93	65	42	65	61

Language Arts: Reading



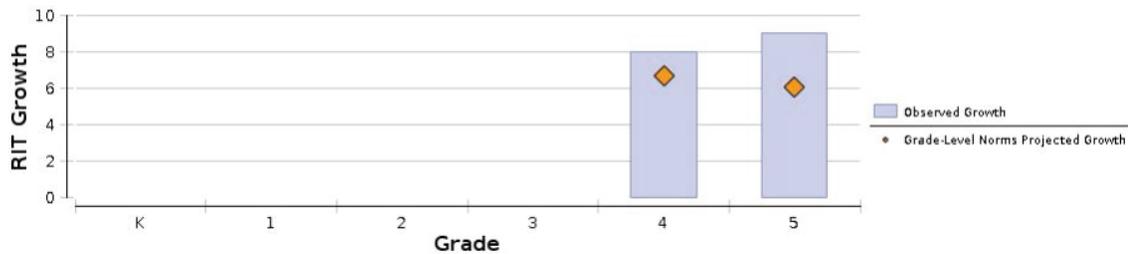
**5th Science MAP Growth**

**McKamy Elementary**

Science: Science K-12

Grade (Spring 2025)	Total Number of Growth Events‡	Comparison Periods						Growth Evaluated Against								
		Fall 2024			Spring 2025			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	58	192.6	14.8	36	200.2	14.5	43	8	1.0	6.6	0.47	68	58	31	53	56
5	62	194.8	17.0	17	204.0	16.7	36	9	0.9	6.0	1.49	93	62	41	66	70

Science: Science K-12



**Moving to the 25-26 school year, we will collect and analyze data on student growth using resources such as:**

- Fountas and Pinnell
- NWEA MAP
- iStation
- Progress Learning
- TELPAS
- District DCFAs
- Classroom data and grades
- Collaborative common formative assessments
- Progress monitoring tools through W.I.N. Time
- Spring 2025 STAAR results

### **Student Learning Strengths**

McKamy Elementary student learning strengths include:

- 5th Grade Reading
  - 64.86% Meets and 37.84% Masters
- 4th Grade Spanish Reading:
  - 48.28% Meets and 27.59% Masters
- Reading Growth from 3rd to 5th Grade
  - Moving from 45.24% Meets in 3rd to 64.86% Meets in 5th.
- Math (English):
  - 41.27% Meets and 15.87% Masters – higher than 3rd and 5th grades.

### **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.

Our campus implements a Multi-Tiered System of Supports (MTSS) to ensure that all students receive the academic, behavioral, and social-emotional interventions and enrichment they need to thrive. We use data-driven instruction and regular progress monitoring to guide targeted interventions during designated intervention blocks. Through the use of platforms like Branching Minds, we collaborate effectively to support students at all levels of need.

We prioritize high-quality Tier 1 instruction through aligned curriculum planning, frequent formative assessments, and teacher collaboration in Professional Learning Communities (PLCs). Teachers engage in ongoing professional development focused on best practices in literacy, numeracy, and classroom management. Instructional coaches and campus leaders support implementation through coaching cycles, data reviews, and instructional walkthroughs.

In addition to core academics, we offer a well-rounded educational experience that includes Art, Music, and Physical Education in a rotating schedule. Our school embraces a positive school culture rooted in restorative practices and PBIS (Positive Behavioral Interventions and Supports), encouraging strong character and respectful relationships. Our counseling program supports students through classroom guidance, small groups, and individual sessions, with a focus on whole-child development.

Family engagement is a key priority. We provide regular opportunities for families to connect with the campus through academic nights, community events, parent workshops, and open communication channels. Our goal is to ensure families are empowered as partners in their child's education.

At McKamy Elementary, we are committed to continuous improvement and equity for all. Every program, process, and partnership is built on a foundation of love, excellence, and belief in our students' unlimited potential.

The Upbeat Survey is given to all staff annually for campus and district self-assessment. Survey results 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 a half-time Emotional Behavior Support Specialist 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 who 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 Metrocrest Services. 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. Metrocrest Services partners with the North Texas Food Bank to deliver nutritious food directly to families in need across Carrollton, Farmers Branch, Coppell, and Addison. Their mobile pantry model is built on dignity and choice, offering drive-thru distribution that preserves client autonomy even during high-demand times

## 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 is the same as 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: July 18, 2025

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By May 2026, 80% or more of the students in grades K-5 will read on grade level.

### High Priority

**Evaluation Data Sources:** Phonics Assessments

MAP Growth Data

F&P assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use ELA coaches to train teachers on revised phonics strategies to help students read. Use phonics assessments and running record assessment data to plan small-group instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading levels improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student reading levels improve.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal</p> <p><b>Problem Statements:</b> Student Learning 2, 6</p> <p><b>Funding Sources:</b> Instructional Technology Resources - 211 Title I - 211-11-6395-00-124-30-000 - \$6,209</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hire 2 small group teachers to help reinforce essential knowledge and skills and close achievement gaps of identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement improves.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Small Group Instruction Support Pay - 211 Title I - 211-11-6117-00-124-30-000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to read diverse books and use materials to improve learning.</p> <p><b>Staff Responsible for Monitoring:</b> Coaches</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Books and Supplies - 211 Title I - 211-11-6329-00-124-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Goal 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> The humanitarian emergency in Venezuela has caused families have relocated to our school area because of the access to community support and welcoming school community.</p>
Student Learning
<p><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 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>

## 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 2:** By May 2026, 100% of teachers will increase their knowledge of the Essential TEKS for mathematics and reading, and increase rigor in the mathematics classroom.

**High Priority**

**Evaluation Data Sources:** MAP/STAAR Data

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student achievement on state and local assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Teachers</p> <p><b>Problem Statements:</b> Student Learning 3, 6</p> <p><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 - \$142,903</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2 Problem Statements:**

Student Learning
<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 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>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 3:** McKamy Elementary will increase the percentage of students from 58 % to 65% meeting growth measure from Beginning of Year to End of year assessments on the Math MAP.

**High Priority**

**Evaluation Data Sources:** MAP Math Growth Data by grade level/cohort.

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement improves.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/Instructional Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3 Problem Statements:**

School Processes & Programs
<p><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.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 4:** McKamy Elementary will increase the percentage of students from 65% to 72% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

**High Priority**

**Evaluation Data Sources:** MAP Reading Growth Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Collaborative Team Time (CTT) to determine essential standards and use data to plan reading and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement improves.</p> <p><b>Staff Responsible for Monitoring:</b> Principal/Assistant Principal/Instructional Coach</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4 Problem Statements:**

Student Learning
<p><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>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 5:** By May 2026, 75% 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			
<p><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 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><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 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 5 Problem Statements:**

## Student Learning

**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.

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 6:** By the end of the 2025-2026 school year, McKamy will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 22% to 27%.

**HB3 Guiding Objective**

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Use Collaborative Team Time (CTT) to determine essential standards and use data to plan reading and mathematics.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance increases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 6 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>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 7:** By the end of the 2025-2026 school year, McKamy Elementary will increase a minimum of 3% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 32% to 35%.

**High Priority**

**Evaluation Data Sources:** STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 8:** By the end of the 2025-2026 school year, McKamy will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 19% to 24%.

**HB3 Guiding Objective**

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct regular collaborative planning time for teachers to analyze student data, study the TEKS, discuss instructional strategies, and develop plans to address gaps in essential math skills. This can be done during weekly team meetings or designated professional development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement increases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 8 Problem Statements:**

<b>Student Learning</b>
<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>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 9:** McKamy Elementary will increase the percentage of kindergarten - second grade students who perform at or above grade level on foundational skills mastery on the MAP Reading Fluency Literacy screener in phonics and phonological awareness.

**Evaluation Data Sources:** MAP Fluency

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct regular collaborative planning time for teachers to analyze student data, study the TEKS, discuss instructional strategies, and develop plans to address gaps in essential reading skills. This can be done during weekly team meetings or designated professional development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement increases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

**Goal 9 Problem Statements:**

Student Learning
<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>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 10:** By the end of the 2025-2026 school year, McKamy will increase in the percentage of Pre-K students who meet expectations at the end of Pre-K on the Circle assessment.

**Evaluation Data Sources:** Circle Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct regular collaborative planning time for teachers to analyze student data, study the TEKS, discuss instructional strategies, and develop plans to address gaps in essential reading skills. This can be done during weekly team meetings or designated professional development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement increases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June



**Goal 10 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> McKamy has an average daily attendance of 93%, which is the same as 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.</p>

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 11:** By May 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

**Evaluation Data Sources:** TELPAS Scores

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct regular collaborative planning time for teachers to analyze student data, study the TEKS, discuss instructional strategies, and develop plans to address gaps in essential reading skills. This can be done during weekly team meetings or designated professional development days.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement increases.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coaches</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 11 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> The humanitarian emergency in Venezuela has caused families have relocated to our school area because of the access to community support and welcoming school community.</p>
<b>Student Learning</b>
<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>

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

**Goal 1:** By September 2025, 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

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

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

**Goal 2:** By October 2025, 100% of the students will have ID badges to optimize safety, security, and efficiency.

**Evaluation Data Sources:** % of badges made

Strategy 1 Details	Reviews			
Strategy 1: Purchase ID badge machine to print student IDs for safety and security.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** By December 2025, we will host one Reading/Mathematics Night to help parents help their children at home.

**High Priority**

**Evaluation Data Sources:** # of parents in attendance.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with the parental involvement committee so that they can plan the academic nights in reading and math.  <b>Strategy's Expected Result/Impact:</b> Parents and teachers build relationships.                      Parents learn strategies to help their children at home.  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2  <b>Funding Sources:</b> Materials for family nights - 211 Title I - 211-61-6399-00-124-30-000 - \$1,680</p>	Formative			Summative
	Oct	Jan	Mar	June



**Goal 1 Problem Statements:**

School Processes & Programs
<p><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.</p>

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

**Goal 1:** By May 2026, we will increase the student attendance percentage from 92% to 95%.

**High Priority**

**Evaluation Data Sources:** Student attendance rates.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet with the attendance committee monthly to review attendance policy and data around student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Student attendance improves.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal/Attendance Clerk/Teachers</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase attendance incentives to motivate and increase student attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> % of overall attendance improves.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> McKamy has an average daily attendance of 93%, which is the same as 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.</p>

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

**Goal 2:** By December 2025, 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			
<p><b>Strategy 1:</b> Purchase LiveSchool as a Tier I behavior management system for students to earn points for appropriate behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are motivated, resulting in decreased behavior outbursts.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p> <p><b>Funding Sources:</b> Purchase LiveSchool - 211 Title I - 211-11-6399-00-124-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase positive behavior rewards and supports as rewards for appropriate student behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Student positive behavior increases</p> <p><b>Staff Responsible for Monitoring:</b> AP</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2 Problem Statements:**

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

**Guiding Objective 5:** Optimize All Available Resources

**Goal 1:** By August 2025, the staff will review the trauma training, which includes A.C.E. information and the schoolwide restorative practices plan.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> # of office referrals and PAC referrals decrease.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Problem Statements:</b> Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 1 Problem Statements:**

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

# State Compensatory

## Budget for McKamy Elementary

**Total SCE Funds:** \$142,200.00

**Total FTEs Funded by SCE:** 0

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

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

# Title I

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

The CNA process at McKamy Elementary is conducted annually and involves a comprehensive review of multiple data sources, including STAAR, MAP, TELPAS, Fountas & Pinnell, Upbeat/Panorama surveys, and stakeholder input. The CNA addresses demographics, student achievement, school processes, and perceptions. Stakeholder involvement includes parents, teachers, administrators, and community members through surveys and CIC meetings. The CNA was revised and approved on **May 15, 2025**.

### 1.2: Location for Evidence of Multiple Meetings Held

Meetings involving the Campus Improvement Committee (CIC), Leadership Team, PLCs, and SNAP review teams provide evidence of ongoing engagement. Meeting timelines and CIC membership are included in the plan.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed based on CNA findings after its approval on **May 15, 2025**, and formally adopted by **July 30, 2025**. The plan is monitored and revised quarterly, with summative evaluation at year-end.

### 2.2: Stakeholders 1114(b)(2)

The plan includes input from a range of stakeholders, including staff, parents, and community representatives. The full CIC member list with roles is included.

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted on both the district and campus websites, with built-in translation tools. Fliers and communication materials are distributed in English and Spanish. Bilingual community meetings are held to share plan details.

### 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The plan coordinates services from Title I, SCE, Special Education, EB support, AVID, SEL initiatives, and RTI. Intervention decisions are informed by the SNAP process and targeted funding is used to support small group instruction, summer programs, and professional development.

### 2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The plan includes:

- Academic interventions and extended learning opportunities (WIN Time, tutoring)
- Targeted support for EB, SPED, and at-risk students
- College and career readiness foundation (AVID, SEL focus)
- Family engagement events (math/reading nights, translated communication)
- Staff development in phonics, DDI, behavior strategies, and trauma-informed practices
- Behavioral support systems (LiveSchool, SEAL team)

### **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

#### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

The CIP is evaluated quarterly and annually by the CIC. Evidence includes progress monitoring (MAP, STAAR, TELPAS, BOY testing, attendance, office referrals), stakeholder surveys, and student growth data. Adjustments are made based on this evaluation.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Barnhill	Title I Instructional Math Coach	Title I	.5
Shelli Roberson	Title I Instructional RLA Coach	Title I	1

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Parent Representative	Aquilla Autry	Parent
Parent Representative	Estrella Lopez Sandoval	Parent
Business	Amee Caldwell	Lennox Intl
Business	Zuri Kuster	Business
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	Shannon Heard	Asst. Principal
Classroom Teacher	Jayla Williams	Kindergarten Teacher
Administrator	Alexandra Klarer	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

# Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplemental intervention and resources to support at-risk students		\$142,200.00
<b>Sub-Total</b>					\$142,200.00
<b>Budgeted Fund Source Amount</b>					\$142,200.00
<b>+/- Difference</b>					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Technology Resources	211-11-6395-00-124-30-000	\$6,209.00
1	1	3	Small Group Instruction Support Pay	211-11-6117-00-124-30-000	\$10,000.00
1	1	4	Books and Supplies	211-11-6329-00-124-30-000	\$0.00
1	2	1	Title I Instructional Coach	211-13-6119-00-124-30-000	\$142,903.00
3	1	1	Materials for family nights	211-61-6399-00-124-30-000	\$1,680.00
4	2	1	Purchase LiveSchool	211-11-6399-00-124-30-000	\$5,000.00
<b>Sub-Total</b>					\$165,792.00
<b>Budgeted Fund Source Amount</b>					\$165,792.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$307,992.00
<b>Grand Total Spent</b>					\$307,992.00
<b>+/- Difference</b>					\$0.00

# 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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025