Plano Independent School District

McCall Elementary

2026-2027 Campus Improvement Plan

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Mission Statement

The McCall community works as a team to develop the mind, heart and character of each child.

Vision

Our school will be a school where all students are engaged learners and experience success on a daily basis.

Value Statement

We believe that each person is ultimately responsible for his/her own actions to develop good citizenship.
We believe that education has an obligation to provide experiences that prepare students to live and work cooperatively in all cultures.
We believe that the mastery of basic skills is essential for all students.
We believe that children learn best in an atmosphere of support, encouragement, and trust created by an active partnership among students, parents, school staff, and community.
Inclusion of all students in our school community fosters the appreciation of the uniqueness of each individual.
We believe that children must meet with many successes in their learning for continued motivation to learn.
We believe that students must be effective problem solvers, analytical and creative thinkers, and responsible decision-makers.
We believe that all students are important, have self-worth, and should be the focus of education.
We believe that all students can learn when provided with appropriate environment, experiences, and resources.
We believe that daily affirmation of individuals promotes a positive learning environment.
We believe that parental involvement and cooperative support are essential for the most effective education.

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Comprehensive Needs Assessment

Demographics

Summary

McCall Elementary continues to serve a diverse student population representing a wide range of cultural, linguistic, and socioeconomic backgrounds. Students are supported through a variety of specialized programs, including Special Education, Emergent Bilingual, Gifted and Talented, Section 504, At-Risk, and other support services designed to meet individual needs. Attendance remains a campus strength, with an overall attendance rate above 96% and most student groups maintaining attendance rates above the district expectation. While overall discipline rates remain low, behavior data indicates an opportunity to continue strengthening equitable outcomes across student groups. McCall continues to benefit from strong family partnerships, an active PTA, and a highly committed staff dedicated to creating an inclusive learning environment where every student can succeed.

Strengths

- Strong overall student attendance across grade levels and student groups.
- Diverse student population with comprehensive support systems.
- Active family engagement and strong community partnerships.
- Stable campus culture supported by committed staff and positive relationships.

Student Learning

Summary

McCall students continue to demonstrate strong academic achievement and growth across multiple measures. Reading remains an area of strength, with consistent MAP growth across grade levels, improved mCLASS outcomes, and increasing STAAR projections throughout the year. Mathematics demonstrated positive growth in several grade levels, particularly through improved MAP projections and strong performance on Math STAAR. Science projections also improved during the year, although continued attention is needed to increase students performing at the Meets and Masters levels. TELPAS results reflect positive language acquisition for many Emergent Bilingual students, while writing growth remains an area for continued focus. As a campus, McCall will continue refining Tier 1 instruction, utilizing data-driven instructional planning, and providing targeted interventions to ensure all student groups demonstrate expected academic growth while increasing the number of students performing at advanced levels.

Strengths

- Continued growth in MAP, STAAR projections, mCLASS, and TELPAS.
- Strong collaborative data analysis used to guide instruction.
- Reading continues to be an area of academic strength.
- Continued focus on individual student growth and closing achievement gaps.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The percentage of students meeting the Approaches Grade Level standard across all tested subjects remained at 80% from Spring 2025 to Spring 2026.	Inconsistent utilization of ongoing progress monitoring, student work analysis, and targeted Tier 1 instructional strategies to adjust instruction and accelerate learning for students performing near the Approaches Grade Level standard.
2 ★	Students in Reading MAP Quintiles 4 and 5 did not consistently meet expected growth targets across grade levels, with three grade levels below 100% growth in Quintile 5 and five grade levels below 120% growth in Quintile 4.	Foundational reading instruction and targeted small-group reading instruction are not consistently implemented to address the specific skill deficits of students performing in Reading MAP Quintiles 4 and 5.
3 ★	From Beginning-of-Year to End-of-Year mCLASS assessments, 20% of students in grades K-2 decreased by at least one benchmark performance level.	Inconsistent utilization of mCLASS assessment data, progress monitoring, and instructional planning practices limits the campus's ability to maintain and accelerate early literacy skills in grades K-2.
4	There is a potential for targeted identification for the white student group in Domain 3 for Achievement in Math and Growth in Reading.	Students from this group consists of students in multiple groups, including SPED, EB and at risk, which involves more tracking, intervention and coordinated support.

★ = Priority

School Processes & Programs

Summary

McCall continues to implement strong instructional systems that support both academic achievement and student well-being. Teachers regularly collaborate through PLCs to analyze student data, plan instruction, and monitor interventions. Established campus systems support instructional consistency, student intervention, and collaborative decision making. As the campus enters the 2026-2027 school year, there is an opportunity to strengthen consistency in the implementation of Tier 1 instructional practices, campus-wide behavior expectations, and intervention systems to ensure every student receives timely and effective support. Professional learning will continue to focus on maximizing instructional impact, strengthening collaborative planning, and utilizing student data to inform instructional decisions.

Strengths

- Collaborative PLC structures centered on student achievement.
- Strong intervention systems supported through regular data analysis.
- Ongoing professional learning aligned to instructional priorities.
- Commitment to continuous improvement through reflective instructional practices.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There was a 12 percentage point gap between fifth-grade students' on-track performance in Spring MAP Reading and Mathematics. Across all tested grade levels and subjects, 45% of students were on track for grade-level performance on the Middle-of-Year MAP assessment.	Inconsistent utilization of vertically aligned instructional practices, academic vocabulary, and responsive instructional planning limits students' progress toward grade-level performance.

★ = Priority

Perceptions

Summary

McCall continues to be recognized as a welcoming, student-centered campus where students, staff, and families feel valued and supported. HRS survey data reflects positive perceptions related to school safety, collaborative culture, and relationships among staff and students. Staff value the collaborative environment, while families continue to express confidence in the school's commitment to communication and student success. As the campus continues to grow, opportunities exist to further strengthen stakeholder engagement, increase opportunities for meaningful feedback, and continue building transparent communication systems that support continuous improvement. These positive relationships provide a strong foundation for achieving the campus vision of ensuring success for every Colt.

Strengths

- Positive school culture built on trust, respect, and collaboration.
- Students and staff report feeling safe and supported.
- Strong relationships between school, families, and community.
- Collaborative staff committed to continuous improvement and student success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student responses on HRS Level 1 indicators 1.6 and 1.7 had the lowest mean ratings (2.59 and 3.53) and the greatest variability among student survey responses.	Inconsistent implementation of campus-wide recognition systems and opportunities for student voice limits students' sense of belonging, recognition, and ownership within the school community.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student responses on HRS Level 1 indicators 1.6 and 1.7 had the lowest mean ratings (2.59 and 3.53) and the greatest variability among student survey responses.	Inconsistent implementation of campus-wide recognition systems and opportunities for student voice limits students' sense of belonging, recognition, and ownership within the school community.
2 ★	There was a 12 percentage point gap between fifth-grade students' on-track performance in Spring MAP Reading and Mathematics. Across all tested grade levels and subjects, 45% of students were on track for grade-level performance on the Middle-of-Year MAP assessment.	Inconsistent utilization of vertically aligned instructional practices, academic vocabulary, and responsive instructional planning limits students' progress toward grade-level performance.
3 ★	From Beginning-of-Year to End-of-Year mCLASS assessments, 20% of students in grades K-2 decreased by at least one benchmark performance level.	Inconsistent utilization of mCLASS assessment data, progress monitoring, and instructional planning practices limits the campus's ability to maintain and accelerate early literacy skills in grades K-2.
4 ★	Students in Reading MAP Quintiles 4 and 5 did not consistently meet expected growth targets across grade levels, with three grade levels below 100% growth in Quintile 5 and five grade levels below 120% growth in Quintile 4.	Foundational reading instruction and targeted small-group reading instruction are not consistently implemented to address the specific skill deficits of students performing in Reading MAP Quintiles 4 and 5.
5 ★	The percentage of students meeting the Approaches Grade Level standard across all tested subjects remained at 80% from Spring 2025 to Spring 2026.	Inconsistent utilization of ongoing progress monitoring, student work analysis, and targeted Tier 1 instructional strategies to adjust instruction and accelerate learning for students performing near the Approaches Grade Level standard.

★ = Priority

Priorities

Priority 1

1.2 Develop and deliver systems for learning that articulate expectations and provide support for all staff, campus administrators and district office leaders to ensure engaging, high levels of learning for all students.

Goal 1

By the end of the 2026-2027 school year, students will demonstrate increased reading achievement and growth as evidenced by a growth in the percentages of students scoring on grade level or above, resulting in an increase of Domain 1 (Student Achievement) and Domain 3 (Closing the Gaps).

Performance Target: - STAAR Reading Meets performance will increase from 67% in 2026 to 77% by June 2027.
- The percent of 3-5 grade students in the White student group that score Meets grade level or above on STAAR RLA growth Domain 3 score will increase from 67% in 2026 to 77% by 2027.
- 50% of HB1416 will score at the approaches level or higher on Reading STAAR

- The campus growth percentile will meet or exceed the campus achievement percentile in Reading MAP at the beginning, middle and end of the year.
- Every student will meet or exceed their projected growth score from Fall to Winter and Fall to Spring on Reading MAP.
- The percentage of Quintile 5 students will decrease, while the percentage of Quintile 1 students will increase.
- All Q4 and Q5 students meeting 120% expected growth

- mCLASS droppers decreasing from 20% to 10%
- Increase the number of students on or above benchmark to 90% on mCLASS.

Expected Result: Overall growth across all grade levels in the Meets and Above performance level will result in higher Domain 1 and 3 component scores.

Strategy 1

Increase student ownership of learning through goal setting, progress tracking, and reflection on academic growth to make timely instructional adjustments and accelerate student growth.

Staff Responsible for Monitoring: Classroom teachers, campus leadership team, administrators

Problem Statements: Student Learning 1, 3

Formative Reviews

November	February	June

Strategy 2

Strengthen collaborative planning through vertically aligned Professional Learning Communities

that use assessment data, student work, and instructional best practices to improve student outcomes.

Staff Responsible for Monitoring: Classroom teachers, RLA PLC, campus leadership team, administrators

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Implement flexible, skill-based small-group instruction that is responsive to ongoing assessment data and targeted to students' demonstrated literacy needs.

Staff Responsible for Monitoring: Classroom teachers, RLA PLC, campus leadership team, administrators

Problem Statements: Student Learning 2, 3

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percentage of students meeting the Approaches Grade Level standard across all tested subjects remained at 80% from Spring 2025 to Spring 2026.	Inconsistent utilization of ongoing progress monitoring, student work analysis, and targeted Tier 1 instructional strategies to adjust instruction and accelerate learning for students performing near the Approaches Grade Level standard.

2	Students in Reading MAP Quintiles 4 and 5 did not consistently meet expected growth targets across grade levels, with three grade levels below 100% growth in Quintile 5 and five grade levels below 120% growth in Quintile 4.	Foundational reading instruction and targeted small-group reading instruction are not consistently implemented to address the specific skill deficits of students performing in Reading MAP Quintiles 4 and 5.
3	From Beginning-of-Year to End-of-Year mCLASS assessments, 20% of students in grades K-2 decreased by at least one benchmark performance level.	Inconsistent utilization of mCLASS assessment data, progress monitoring, and instructional planning practices limits the campus's ability to maintain and accelerate early literacy skills in grades K-2.

Goal 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a 12 percentage point gap between fifth-grade students' on-track performance in Spring MAP Reading and Mathematics. Across all tested grade levels and subjects, 45% of students were on track for grade-level performance on the Middle-of-Year MAP assessment.	Inconsistent utilization of vertically aligned instructional practices, academic vocabulary, and responsive instructional planning limits students' progress toward grade-level performance.

Goal 2

By the end of the 2026-2027 school year, students will demonstrate increased Math achievement and growth as evidenced by a growth in the percentages of students scoring on grade level or above, resulting in an increase of Domain 1 (Student Achievement) and Domain 3 (Closing the Gaps).

Performance Target: -STAAR Math Meets performance will increase from 63% in 2026 to 73% by June 2027.
-50% of HB1416 will score at the approaches level or higher on Math STAAR
-The White student group performing at the Meets grade level or above on STAAR Math will increase from 52% in 2026 to 62% by 2027.

- The campus growth percentile will meet or exceed the campus achievement percentile in Math MAP at the beginning, middle and end of the year.
- Every student will meet or exceed their projected growth score from Fall to Winter and Fall to Spring on Math MAP.
- The percentage of Quintile 5 students will decrease, while the percentage of Quintile 1 students will increase.
- All Q4 and Q5 students meeting 120% expected growth

Expected Result: Overall growth across all grade levels in the Meets and Above performance level will result in higher Domain 1 and 3 component scores.

Strategy 1

Increase student ownership of learning through goal setting, progress tracking, and reflection on

academic growth to make timely instructional adjustments and accelerate student growth.

Staff Responsible for Monitoring: Classroom teachers, Math Campus PLC, campus leadership team, administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 2

Strengthen collaborative planning through vertically aligned Professional Learning Communities that use assessment data, student work, and instructional best practices to improve student outcomes.

Staff Responsible for Monitoring: Classroom teachers, Math Campus PLC, campus leadership team, administrators

Problem Statements: School Processes & Programs 1

Formative Reviews

November	February	June

Strategy 3

Implement flexible, skill-based small-group instruction that is responsive to ongoing assessment data and targeted to students' demonstrated math needs.

Staff Responsible for Monitoring: Classroom teachers, Math Campus PLC, campus leadership team, administrators

Problem Statements: Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	February	June

Goal 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percentage of students meeting the Approaches Grade Level standard across all tested subjects remained at 80% from Spring 2025 to Spring 2026.	Inconsistent utilization of ongoing progress monitoring, student work analysis, and targeted Tier 1 instructional strategies to adjust instruction and accelerate learning for students performing near the Approaches Grade Level standard.

Goal 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a 12 percentage point gap between fifth-grade students' on-track performance in Spring MAP Reading and Mathematics. Across all tested grade levels and subjects, 45% of students were on track for grade-level performance on the Middle-of-Year MAP assessment.	Inconsistent utilization of vertically aligned instructional practices, academic vocabulary, and responsive instructional planning limits students' progress toward grade-level performance.

Priority 2

4.2 Implement interventions and systems of support to ensure a safe, orderly and respectful learning environment.

Goal 1

By the end of the 2026-2027 school year, students will demonstrate positive behavior, engagement, and belonging through consistent implementation of campus-wide behavior expectations and recognition systems.

Performance Target: Increase the mean score on HRS Indicator 1.6 from 2.59 to 3.20.
Increase the mean score on HRS Indicator 1.7 from 3.53 to 3.90.
Reduce the percentage of students receiving one or more office discipline referrals from 10% to 8.0%.
100% of staff will utilize behavior recognition through the campus House System.

Strategy 1

Implement a consistent, campus-wide positive behavior framework that teaches, reinforces, and recognizes expected behaviors through the McCall House System, CharacterStrong, and common behavioral expectations.

Staff Responsible for Monitoring: Classroom teachers, PBIS Campus PLC, campus leadership team, administrators

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Strategy 2

Increase student engagement and ownership by creating meaningful opportunities for student leadership, voice, and feedback to strengthen campus culture and improve the student experience.

Staff Responsible for Monitoring: Classroom teachers, PBIS Campus PLC, campus leadership team, administrators

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student responses on HRS Level 1 indicators 1.6 and 1.7 had the lowest mean ratings (2.59 and 3.53) and the greatest variability among student survey responses.	Inconsistent implementation of campus-wide recognition systems and opportunities for student voice limits students' sense of belonging, recognition, and ownership within the school community.

Priority 3

4.3 Create a culture of belonging for all members of the Plano ISD community.

Goal 1

By the end of the 2026-2027 school year, McCall Elementary will maintain exemplary student attendance through proactive monitoring, family engagement, and timely interventions, as evidenced by sustaining an overall attendance rate of at least 96.0% and reducing chronic absenteeism.

Performance Target: Maintain an overall campus attendance rate of 96.0% or higher (2025-2026 baseline: 96.37%).
Reduce the percentage of chronically absent students from 5.77% to 5.0% or lower.
Maintain an attendance rate of 96.0% or higher for each grade level.
Increase the percentage of students with 96% or greater attendance compared to the 2025-2026 school year (2025-2026 baseline: 69%).

Strategy 1

Staff will partner with families to identify and address barriers to attendance while implementing campus and classroom practices that reinforce that every day of instruction matters.

Staff Responsible for Monitoring: Classroom teachers, campus leadership team, administrators

Problem Statements: Perceptions 1

Formative Reviews

November	February	June

Goal 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student responses on HRS Level 1 indicators 1.6 and 1.7 had the lowest mean ratings (2.59 and 3.53) and the greatest variability among student survey responses.	Inconsistent implementation of campus-wide recognition systems and opportunities for student voice limits students' sense of belonging, recognition, and ownership within the school community.