

# T G MCCORD ELEMENTARY SCHOOL

## Campus Improvement Plan

### 2018/2019

*"The Pride Starts Here!"*



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Date Reviewed: 10/05/18

Date Approved:

# T G MCCORD ELEMENTARY SCHOOL

## **Mission**

*Love, Teach, and Empower our students*

## **Vision**

*T.G. McCord Elementary strives to Educate, Empower, Care for, and Positively Challenge our students, staff, and their families.*

### Nondiscrimination Notice

T G MCCORD ELEMENTARY SCHOOL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

# T G MCCORD ELEMENTARY SCHOOL Site Base

Name	Position
Brannon, Elizabeth	Parent
Buesing, Kim	Counselor
Delagarza, Ana	Teacher
Fryman, Whitney	PLC Lead Teacher - First Grade
Gollihare, Kayla	Lead Teacher- PK
Goodrum, Tracey	Special Education Teacher
Kajs, Mandy	Lead Teacher - First Grade
Mayo, Randilyn	Interventionist - PLC Lead Teacher
Mills, Scott	Principal
Newcomer, Jennifer	Lead Teacher - Kindergarten

# Resources

Resource	Source
Erate	Federal
IDEA funds	Federal
Title I	Federal
Title III Bilingual / ESL	Federal
Age-appropriate Character Education Information	Local
Teacher Summary Reports	Local
Appropriate adolescent behaviors information	Other
Behavioral procedures	Other
Collaborative Planning Time	Other
DMAC Reports	Other
Focus Groups	Other
Local Districts	Other
Paraprofessionals	Other
Surveys	Other
Teacher Knowledge/Training	Other
Teacher Permanent Records	Other
Technology Equipment	Other
TEKS Resource System	Other
Time	Other
Instructional Materials Allotment	State
Local Funds	State
State Curriculum	State
Texas Essential Knowledge and Skills	State

# T G MCCORD ELEMENTARY SCHOOL

**Goal 1.** McCord Elementary school will increase instructional rigor in order to advance student achievement, and prepare students for state assessments.

**Objective 1.** To improve reading achievement levels by 2 % for all special population learners in order to advance student progress as students move to higher grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All ELL students are served by ESL certified teachers who consistently use effective language development strategies in all subject areas. (Title I SW: 1,2,3,4,5,7,8,9,10) (Target Group: H, ESL, LEP, PRE K, K, 1st) (Strategic Priorities: 4) (CSFs: 1,2,7)	Core Subject Teachers, Principal, Professional Learning Communities, Teacher(s)	May 2019	(S)Local Funds, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Summative - Powerwalks TTESS Walkthroughs STAR Early Literacy Data Academic Vocabulary Lists
2. Kindergarten and First Grade interventionists will use a variety of strategies including Imagine Learning, vocabulary building activities, and other intervention to address misunderstandings. (Title I SW: 1,3,4,9,10) (Title I TA: 1,2,3,5,6,8) (Target Group: H, ESL, LEP, PRE K, K, 1st) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Personnel, Principal, Professional Learning Communities, Teacher(s)	May 2019	(O)Collaborative Planning Time, (O)Focus Groups, (O)Teacher Knowledge/Training, (O)Time, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Summative - TTESS STAR Early Literacy Data Openbook Data Istation Powerwalks
3. All classroom teachers will use small group instruction and balanced literacy strategies to meet students individual achievement levels and facilitate higher levels of growth (Title I SW: 1,2,3,6,8,9,10) (Title I TA: 1,2,3,4,5,7,8) (Target Group: SPED) (Strategic Priorities: 2,4) (CSFs: 1,2,4,5)	Campus Personnel, Core Subject Teachers, Counselor(s), Parent/Guardian, Principal, Student Support Team (Rtl), Students, Teacher(s)	May 2019	(L)Teacher Summary Reports, (O)Behavioral procedures, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Focus Groups, (O)Teacher Knowledge/Training, (O)TEKS Resource System, (S)Instructional Materials Allotment, (S)Local Funds, (S)Texas Essential Knowledge and Skills	Summative - IEP Powerwalks Walkthroughs Star Literacy Data
4. All special education students receive intense support for reading progress. McCord will use special education paraprofessionals, classroom strategies, and other instructional resources to progress students reading achievement levels. Strategies will be deployed based on ARD committee decisions, with input from classroom teachers, parents, diagnosticians, and administration. (Title I SW: 3,9,10) (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: SPED) (Strategic Priorities: 2) (CSFs: 1,2)	Campus leadership teams, Campus Personnel, Core Subject Teachers, Paraprofessionals, Parent/Guardian, Principal, Special Ed Teachers, Student Support Team (Rtl), Teacher(s)	May 2019	(F)Title I, (O)Collaborative Planning Time, (O)DMAC Reports, (O)Paraprofessionals, (O)Teacher Knowledge/Training, (O)TEKS Resource System, (O)Time, (S)Local Funds, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Summative - Star Early Literacy Istation Informal classroom assessments Collaborative Discussion

# T G MCCORD ELEMENTARY SCHOOL

**Goal 1.** McCord Elementary school will increase instructional rigor in order to advance student achievement, and prepare students for state assessments.

**Objective 2.** All students will be expected to show extended growth in grade level reading equivalency.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All classroom teachers will use small group instruction and balanced literacy strategies to meet students individual achievement levels and facilitate higher levels of growth (Title I SW: 1,3,9,10) (Title I TA: 1,2,3,4,5) (Target Group: ECD, K, 1st) (Strategic Priorities: 2,4) (CSFs: 1,2)	Core Subject Teachers, Principal, Professional Learning Communities, Teacher(s)	May 2019	(L)Teacher Summary Reports, (O)Focus Groups, (O)Teacher Knowledge/Training, (O)Time, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Summative - Smart Goal Analysis STARR reports TTESS Powerwalks
2. The RTI committee will address students with severe deficits and implement interventions to fill in achievement gaps. (Title I SW: 1,3,8,9) (Title I TA: 1,2,3,4,5,8) (Target Group: ECD, K, 1st) (Strategic Priorities: 2) (CSFs: 1,2)	Core Subject Teachers, Principal, Student Support Team (Rtl), Teacher(s)	Every 3 Weeks	(O)Focus Groups, (O)Teacher Knowledge/Training, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Summative - Fidelity Sheets STARR Data Students above the 40th percentile RTI Referrals/Dismissals
3. Students will take STAR Early Literacy every 3 weeks, Pre K students will be assessed on reading skills 3 times a year within the CLI Engage platform and the data will be analyzed in PLCs. (Title I SW: 1,3,8,9,10) (Title I TA: 1,2) (Target Group: ECD, K, 1st) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Personnel, Core Subject Teachers, Principal, Teacher(s)	Every 3 Weeks during the 2017-2018	(S)Local Funds, (S)State Assessments, (S)Texas Essential Knowledge and Skills	Summative - STAR Data PLC Evaluation Documents

# T G MCCORD ELEMENTARY SCHOOL

**Goal 1.** McCord Elementary school will increase instructional rigor in order to advance student achievement, and prepare students for state assessments.

**Objective 3.** 100% of all teachers will increase instructional rigor in order to positively grow student achievement across all areas of instruction, especially reading.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Grade levels will teach guaranteed academic vocabulary across all core subjects; reading, math, science, and social studies. (Title I SW: 1,3) (Title I TA: 1,2,3,4,5) (Target Group: All, H, W, AA, ECD, ESL, SPED, AtRisk, PRE K, K, 1st) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Core Subject Teachers, Lead Teacher, Principal, Professional Learning Communities, Teacher(s)</p>	<p>May 2019</p>	<p>(O)TEKS Resource System, (S)State Curriculum , (S)Texas Essential Knowledge and Skills</p>	<p>Summative - PLC Minutes/Agenda Lesson Plans Walkthroughs Powerwalks TTESS IEP Goal Analysis District Academic Vocabulary Plan</p>
<p>2. The McCord campus will require consistent use of leveled reading groups across all grade levels daily. (Title I SW: 1,3,4) (Title I TA: 1,2,3,4) (Target Group: All, H, W, AA, ECD, ESL, SPED, AtRisk, PRE K, K, 1st) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Campus leadership teams, Campus Personnel, Core Subject Teachers, Lead Teacher, Principal, Special Ed Teachers, Teacher(s)</p>	<p>May 19</p>	<p>(F)Title I, (O)Focus Groups, (O)Paraprofessionals, (O)Teacher Knowledge/Training, (O)TEKS Resource System, (S)Instructional Materials Allotment, (S)Local Funds, (S)State Curriculum , (S)Texas Essential Knowledge and Skills</p>	<p>Summative - Documentation-Running Records Peer Review TTESS Powerwalks STAR Data</p>
<p>3. The McCord campus will continue implementing a Balanced Literacy program to further increase the rigor and effectiveness of ELA instruction, including implementing the use of Empowering Writers strategies. (Title I SW: 1,2,4,8,10) (Title I TA: 1,2,3,4,5,6) (Target Group: All, H, W, AA, ECD, ESL, SPED, AtRisk, PRE K, K, 1st) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Campus Personnel, Core Subject Teachers, Lead Teacher, Principal, Teacher(s)</p>	<p>May 19</p>	<p>(F)Title I, (O)Focus Groups, (O)Teacher Knowledge/Training, (O)TEKS Resource System, (O)Time, (S)Local Funds, (S)State Curriculum , (S)Texas Essential Knowledge and Skills</p>	<p>Summative - ESC 9 Workshop Evaluations Powerwalks TTESS PLC Evaluation STAR Data</p>

# T G MCCORD ELEMENTARY SCHOOL

**Goal 2.** Economically disadvantaged students will see an increase in reading achievement through a higher level of rigor, and new instructional initiatives.

**Objective 1.** Teachers will utilize balanced literacy strategies daily.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use the empowering writers program to enhance language arts skills through writing strategies. (Title I SW: 6) (Title I TA: 4) (Target Group: All, ECD, PRE K, K, 1st) (Strategic Priorities: 1) (CSFs: 5,6)	Counselor(s), Principal, Teacher(s)	18-19 School Year	(F)Title I, (O)Local Districts, (O)Surveys	Summative - Attendance Monitoring Sign-in Sheets Positive Parent Contact Documentation
2. All classroom teachers will use small group instruction and balanced literacy strategies to meet students individual achievement levels and facilitate higher levels of growth (Title I SW: 1,2,3,4,6,10) (Title I TA: 1,2,4,7) (Target Group: All, ECD, PRE K, K, 1st) (Strategic Priorities: 2) (CSFs: 5,6)	Campus leadership teams, Campus Personnel, Principal, Teacher(s)	2018-19 School year	(O)Surveys, (O)Teacher Knowledge/Training, (O)Time, (S)Local Funds	Summative - HRS Leadership Team Teacher Monitoring Title 1 Parent Survey



# T G MCCORD ELEMENTARY SCHOOL

**Goal 2.** Economically disadvantaged students will see an increase in reading achievement through a higher level of rigor, and new instructional initiatives.

**Objective 2.** Teachers have a renewed phonics focus to provide students with the necessary building blocks to read successfully.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mccord teachers will participate in instructional rounds in order to increase phonics instruction and effectiveness. (Title I SW: 6) (Title I TA: 4,7) (Target Group: All, ECD, PRE K, K, 1st) (Strategic Priorities: 2,3) (CSFs: 3,5,6)	Principal, Teacher(s)	2018-19 School Year	(F)Title I, (O)Teacher Knowledge/Training, (O)Technology Equipment, (O)Time, (S)Local Funds	Summative - Documentation Emails Remind 101 Sign-in Logs

# Strategic Priorities

- Priority 1.** Recruit, support, and retain teachers and principals
- Priority 2.** Build a foundation of reading and math
- Priority 3.** Connect high school to career and college
- Priority 4.** Improving low-performing schools



Campus Improvement Plan

Site Based Meeting

10/10/2018 7:50 AM



Name <u>PRINTED</u>	Name <u>SIGNED</u>
1 Elizabeth Brannon, Parent	Elizabeth Brannon
2 Kim Buesing, Counselor	Kim Buesing
3 Ana DeLaGarza, Teacher	
4 Whitney Fryman, Lead Teacher	Whitney Fryman
5 Kayla Gollihare, Lead Teacher	Kayla Gollihare
6 Tracey Goodrum, SPED Teacher	Tracey Goodrum
7 Mandy Kajs, Lead Teacher	Mandy Kajs
8 Randilyn Mayo, Interventionist	Randilyn Mayo
9 Scott Mills, Principal	Scott Mills
10 Jennifer Newcomer, Lead Teacher	Jennifer Newcomer
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# Campus Needs Assessment 18-19

## McCord Campus Needs Assessment

### **McCord's Strengths**

Goal Planning: All of McCord's grade level teams are able to set functional academic goals that challenge staff and students towards high levels of growth throughout the school year. We are able to efficiently and adequately provide targeted intervention for our students by utilizing an interventionist for both kindergarten and first grade. All major areas of need are covered with these professionals; Math, ELL, and Reading. McCord has a strong RTI process that integrates grade level planning strategies, ELL/LPAC strategies, and RTI targeted strategies for each student. PLC teams meet frequently, creating a strong system of communication within each grade level.

### **McCord's Needs**

Our economically disadvantaged students are showing a weakness in reading as they begin state based assessments. (Closing the Gaps) In order to reach a higher level of achievement to address federal safeguards and state accountability an increase in instructional rigor with a focus on higher level questions will be implemented. (School Progress and Student Achievement)

### **School Culture and Climate**

McCord has reached the High Reliability Schools Level 1 Certification for a safe and collaborative school environment. See also curriculum, instruction, and assessment. McCord has effectively received and responded to feedback given by parents, teachers, and administrators in order to enhance the learning environment on campus. Safety drills are performed on a consistent basis each semester. Effective use of the Capturing Kids Hearts for classroom management.

### **Curriculum, Instruction, and Assessment**

PLCs are utilized on a consistent basis to enhance, improve, and align grade level instruction as well as to develop interventions to differentiate for struggling students with fidelity. McCord's RTI process ensures effective and timely assistance for struggling students, using quality data from the teacher, PLCs, and the RTI committee itself. Powerwalks are a key component at McCord Elementary. Teachers are able to observe high quality instruction as well as self-assess one another's routines and effectiveness through the program's feedback.

### **Technology**

Every classroom has an ELMO and projector that are used on a daily basis to improve instruction. Students have access to computer labs daily with programs that supplement instruction. Every classroom has at least 2 student computers and a teacher computer. Teachers have an individual chromebook for school use. McCord teachers have access to Ipads for various instructional uses such as assessments and Powerwalks.

### **Staff Quality, Recruitment, and Retention**

The district provides a new teacher academy for all first year teachers as well as having mentor teachers for all new staff members. ESL Stipends and or reimbursements are utilized as incentives to employ qualified ESL teachers at each grade level.