

T G MCCORD ELEMENTARY SCHOOL

Campus Improvement Plan

2016/2017

"The Pride Starts Here!"



Paul Fleming, Principal
2915 Sand Road
940-553-4381
paul.fleming@visdtx.org

T G MCCORD ELEMENTARY SCHOOL

Mission

- 1. Love our students.*
- 2. Teach our students.*
- 3. Empower our students.*

Vision

McCord Elementary will use all available resources to educate our students for academic and personal growth in a safe environment of support for student, family, and staff.

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
Baskerville, Wilainia	Parent
Bell, Pam	Special Education Teacher
Clark, Eugene	District Diagnostician
De La Garza, Ana	Pre K Teacher
Fleming, Paul	Principal
Fryman, Whitney	Reading Teacher
Goodman, Krissy	Kindergarten Teacher
Hoover, Melisa	Parent
Kajs, Mandy	1st Grade Teacher
Newcomer, Jennifer	Kindergarten Teacher
Overby, Heather	Nurse
Smith, Lindsey	1st Grade Teacher
Sylvia, Cuellar	Paraprofessional
Weedle, Twaleena	Kindergarten Teacher
Young, Jennifer	Counselor

Resources

Resource	Source
Title I	Federal
Title III Bilingual / ESL	Federal
Age-appropriate Character Education Information	Local
Teacher Summary Reports	Local
Behavioral procedures	Other
Collaborative Planning Time	Other
DMAC Reports	Other
Paraprofessionals	Other
Teacher Knowledge/Training	Other
Local Funds	State
State Assessments	State
State Compensatory	State
State Curriculum	State
Texas Essential Knowledge and Skills	State

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

T G MCCORD ELEMENTARY SCHOOL

Goal 1. McCord Elementary will promote high levels of learning for all students through differentiation, interventions, and engaging instruction.

Objective 1. 100% of McCord Pre kinder, Kindergarten and First grade students will complete math assessments from baseline assessment to summative assessment using the STAR Early Math program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of McCord first grade students will be tested each 3 weeks on a formative Star Math assessment to show growth of 1 academic year from the beginning baseline scores. (Title I SW: 1,2,8,9,10) (Target Group: 1st) (NCLB: 1,5)	Campus Instructional Technologist, Campus Personnel, Core Subject Teachers, Principal	Every 3 weeks beginning at least by October 1st	(S)Local Funds, (S)State Assessments, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Formative - Tested every 3 weeks formatively with a summative goal in mind.
2. 100% of McCord kindergarten students will be tested each 6 weeks on a formative Go Math assessment to show growth of 1 academic year from the beginning baseline scores. (Target Group: K)	Paraprofessionals, Principal, Professional Learning Communities, Teacher(s), Technology Coordinator	Every 6 weeks	(O)Collaborative Planning Time, (S)Local Funds, (S)State Assessments, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Formative - Formative tested every 6 weeks.
3. 100% of McCord Pre Kinder students will be tested three times each year on a formative math assessment to show growth of 1 academic year from the beginning baseline scores. (Target Group: PRE K)	Paraprofessionals, Principal, Professional Learning Communities, Teacher(s), Technology Coordinator	Three times a year	(O)Paraprofessionals, (O)Teacher Knowledge/Training, (S)Local Funds, (S)State Assessments, (S)State Curriculum	Formative - Tested three times each year

T G MCCORD ELEMENTARY SCHOOL

Goal 1. McCord Elementary will promote high levels of learning for all students through differentiation, interventions, and engaging instruction.

Objective 2. 100% of McCord Pre Kinder, kindergarten and first grade students will complete reading assessments from baseline assessment to summative assessment using the STAR Early Reading program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of McCord kindergarten and first grade students will be tested each 3 weeks on a formative Star Early Reading assessment to show growth of 1 academic year from the beginning baseline scores. (Title I SW: 1,2,3,8,9) (Target Group: K, 1st) (NCLB: 1,2,5)	Campus Instructional Technologist, Principal, Teacher(s)	tested every 3 weeks	(S)Local Funds, (S)State Assessments, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Formative - Tested every 3 weeks formatively with a summative goal in mind.
2. 100% of McCord Pre K students will be tested three times each year on a formative assessment to show growth of 1 academic year from the beginning baseline scores. (Target Group: PRE K)	Paraprofessionals, Principal, Professional Learning Communities, Teacher(s), Technology Coordinator	Three times each year	(S)Local Funds, (S)State Assessments, (S)State Curriculum	Formative - Tested three times each year.

T G MCCORD ELEMENTARY SCHOOL

Goal 1. McCord Elementary will promote high levels of learning for all students through differentiation, interventions, and engaging instruction.

Objective 3. 100% of McCord students will complete writing assessments from baseline assessment to summative assessment using rubrics/checklists for writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By the end of 2016-2017 school year, a writing rubric/checklist designed for all students will build baselines in writing skills. Pilot use of the program will begin in the spring of 2017. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Principal, Professional Learning Communities	every 6 weeks	(S)Local Funds, (S)State Curriculum , (S)Texas Essential Knowledge and Skills	Formative - tested every 6 weeks to form a baseline of historical data to build upon in coming years.

T G MCCORD ELEMENTARY SCHOOL

Goal 2. McCord Elementary will provide opportunities for parent and community involvement through effective communication.

Objective 1. 100% of parents will be communicated with weekly through at least one mode of communication such as REMIND texting, Newsday Tuesday, School Messenger, Facebook, or the local media.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All parents will be made aware of activities of the campus through one or multiple modes of communication to involve them in campus activities such as volunteering, special programs, and parent/student activities. (Title I SW: 1,6,7,10) (Target Group: All) (NCLB: 4,5)	Counselor(s), Principal, Principal Designee, Teacher(s)	weekly	(F)Title I, (S)Local Funds	Formative - ongoing weekly reports sent out.
2. Parent Surveys will be processed at minimum twice per year to monitor parent input of the effectiveness of the school. (Title I SW: 1,2,6,9,10) (Target Group: All) (NCLB: 4,5)	Campus leadership teams, Counselor(s), Principal	October 2017	(F)Title I, (S)Local Funds	Summative - summary of survey findings will be reported to the campus.

T G MCCORD ELEMENTARY SCHOOL

Goal 3. McCord Elementary will provide a safe and orderly environment with consistent discipline procedures, positive behavior supports, and effective personnel training in crisis management.

Objective 1. McCord Elementary School use a campus-wide discipline and safety plan to promote knowledge of procedures, awards, and interventions for all students. This plan will be evaluated annually

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. McCord Elementary School staff will follow the District and Campus Discipline Management plans. (Title I SW: 2,7,10) (Target Group: All) (NCLB: 4)	Counselor(s), Principal, Principal Designee, Teacher(s)	October 2016	(F)Title I, (L)Age-appropriate Character Education Information, (S)Local Funds	Summative - By March of 2017 the staff will have reviewed, discussed, and made recommendation of a discipline plan.
2. McCord Elementary will implement all current safety protocol at the campus and continue evaluation of the system for possible additions or changes to improve safety. (Target Group: All) (NCLB: 4)	Campus leadership teams, Campus Personnel, Counselor(s), Principal, School Nurse	October 2016	(S)Local Funds	Summative - The Site Based Decision/Planning Committee and Grade Level Team Leaders will work with the Principal during early spring 2017 to evaluate the newly implemented changes and make recommendations for any need modifications in the plans.

T G MCCORD ELEMENTARY SCHOOL

Goal 4. McCord Elementary will promote a collaborative team approach and provide professional development opportunities to all staff members.

Objective 1. McCord Elementary School will provide professional development in relation to the Academic Improvement Plan by utilizing the District "early outs" as training days for focused trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By December, 2017, 100 % of McCord ESL professional staff will receive updated professional development in English Language Proficiency instructional strategies and DMAC data input system. (Title I SW: 1,2,8,9,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Lead Teacher, Principal, Principal Designee	By December 2017	(S)Local Funds, (S)State Compensatory	Summative - Training records monitored and classroom observations.
2. McCord staff will work within Professional Learning Communities that will be campus/grade level specific. PLC training will continue for new teachers and others who have not yet received the training. The PLC Committees will hold regular meetings to evaluate progress of student needing special help with academics. The Committees will also continually monitor student learning in their grade level. (Title I SW: 1,4,5,8,10) (Target Group: All) (NCLB: 1,2,3,4,5)	Principal, Principal Designee, Professional Learning Communities	October 2016	(S)Local Funds, (S)State Curriculum	Summative - All McCord Elementary staff will be properly trained by someone who is a PLC Trainer. Completion records will be documented.

Comprehensive Needs Assessment

McCord Elementary was listed as meeting AYP.

Student Achievement Strengths

Understanding English and how it is written and used is a strength of the campus. Improvement in decoding words is needed. Grapho-phonemic Knowledge (the ability to put the sounds or words together) continues to be our strongest area. It shows we have the basic skills for reading foundation.

Student Achievement Needs

Sight words have improved in both Kindergarten and First grades. Ordinal names of numbers is showed improvement due to efforts last year. Fluency is still something that we need to focus on to increase the number of words per minute read.

STAR testing in language arts and math every three weeks beginning in October assesses student growth and allows teachers to make early intervention for those having difficulty learning

We need additional professional development in areas DMAC. Most teachers are now familiar with ELPS, and PLCs.

School Culture and Climate

The student, teacher, and parent surveys that were administered in the spring were monitored. Overall, parents, students, and teachers feel that McCord is a safe nurturing environment where students can learn and be successful in their academics. The staff surveys indicated improvement needed in the area of student discipline and staff support.

Campus security has been greatly enhanced with the addition of an electronic controlled access system.

We continue to work on improving staff and student safety during student arrival and departure times. Staff members supervise loading of school buses and escort each student to their family's car if the car comes through the designated student loading site. Additional work needs to be done with the city to improve traffic safety on Sand Road during the end of school time.

Curriculum, Instruction, and Assessment

McCord provided weekly time to meet in grade levels for common planning. McCord Elementary also provides PLC meetings once every month to discuss student growth and data.

McCord continues to grow in the areas of issues of differentiation, academic vocabulary, and progress monitoring of students who are struggling. Students having significant difficulty integrating into Pre-K and Kindergarten, as identified by their teacher,. are provided early intervention to assist them in learning basic skills such a how to hold a writing instrument, basic colors, etc.

A strong RTI program has ensured effective, timely assistance for struggling students.

With the addition of a Power Walk trained team of teachers, the principal and the counselor, frequent monitoring of classroom instruction is occurring. In addition, the principal spends a considerable part of the day walking thru the campus and visiting classes on a random basis.

Technology

Most teaching staff have I pads for classroom use for instruction purposes and for testing purposes although with further assessments coming we are see a need for more computer access and tablet access.

The school is presently without a campus public address (PA) system due to equipment failure. Plans are in place to replace the system. The PA system in the cafeteria no longer functions. A new PA system is also needed for the cafeteria for use during assemblies and parent meetings.

Staff Quality, Recruitment, and Retention

All staff has met the Highly Qualified status as provided by NCLB. The district provides a new teacher academy for first year teachers and the

campus provides mentor teachers to help support new teachers.

AGENDA, McCORD LEADERSHIP MEETING
SEPTEMBER 30, 3:35 PM
PRINCIPAL'S OFFICE

1. Discussion of 2016-2017 Campus Improvement Plan document
2. Recommended corrections/changes to CIP document
3. Review and discussion of CIP as corrected and changed.
4. Approval of 2016-2017 CIP document for submission.
5. Discussion of Plan implementation and new programs.
6. Adjourn

MCCord Elementary School
September30, 2016

The McCord Campus Leadership Team met at 3:30 pm, September 30, 2016 to review the 2016-17 Campus Improvement Plan. Present were Paul Fleming, Interim Principal and teachers Krissy Goodman, Tracey Goodrum, Pam Bell, and Mandy Kajs. Counselor Jennifer Young was not in attendance.

The Team members had been given a copy of the draft report the day before the meeting. Members made several corrections to the draft and worked together to include the changes in the final report report on DMAC

The team members also discussed strategies for implementing changes in instructional programs and the need to conduct a parent/community survey.

The meeting adjourned at 4:40 pm

Paul Fleming, Principal

McCord Staff Sign-in



Leadership Team Meeting

September 30, Principal's Office

Name <u>PRINTED</u>	Name <u>SIGNED</u>	<u>CIRCLE ONE</u>	
1 Paul Fleming, Priincipal	<i>Paul Fleming</i>	Teacher	Para-professioal
2 Pam Bell, Teacher	<i>Pam Bell</i>	<u>Teacher</u>	Para-professioal
3 Krissy Goodman	<i>Krissy Goodman</i>	<u>Teacher</u>	Para-professioal
4 Tracey Goodrum	<i>Tracey Goodrum</i>	<u>Teacher</u>	Para-professioal
5 Mandy Kajs	<i>Mandy Kajs</i>	<u>Teacher</u>	Para-professioal
6		Teacher	Para-professioal
7		Teacher	Para-professioal
8		Teacher	Para-professioal
9		Teacher	Para-professioal
10		Teacher	Para-professioal
11		Teacher	Para-professioal
12		Teacher	Para-professioal
13		Teacher	Para-professioal
14		Teacher	Para-professioal
15		Teacher	Para-professioal
16		Teacher	Para-professioal
17		Teacher	Para-professioal
18		Teacher	Para-professioal
19		Teacher	Para-professioal
20		Teacher	Para-professioal
21		Teacher	Para-professioal
22		Teacher	Para-professioal
23		Teacher	Para-professioal
24		Teacher	Para-professioal