

Georgetown Independent School District

Mccoy Elementary School

2021-2022



Mission Statement

Inspiring and empowering every learner to lead, grow and serve.

Vision

Home of the most inspired students, served by the most empowered leaders.

Core Beliefs

GISD Learner will

- Communicate, collaborates, and applies critical thinking.
- Creates and Innovates
- Obtains knowledge through inquiry and exploration
- Adapts and perserveres.
- Develops self-knowledge and personal responsibility.
- Builds and models respectful relationships.

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Goals

Goal 1: Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: Increase the quality of student engagement and attainment of the learner profile by personalizing instruction through professional learning systems and instructional feedback systems.

Evaluation Data Sources: Student and Parent feedback surveys and documentation of professional Learning opportunities for staff.

| Strategy 1 Details |
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| Strategy 1: Creating and implementing peer leadership programs- Bobcat Buddies, Office helpers, Student Council, Brewing Independence and Paw Patrol. |
| Strategy 2 Details |
| Strategy 2: Create premade STEM lessons for teachers around each learner profile trait and connect the learning to their social contract. |
| Strategy 3 Details |
| Strategy 3: Provide opportunities for students to be publicly recognized for them exhibiting the Learner Profile Traits. (Bobcat of the month aligned to LP Trait, Learner Profile Bucks/Class Bingo Reward, and LP awards for EOY Awards ceremony) |

Goal 1: Student Centered: Develop a future ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Student performance for all student groups measured in Domain 3 of TEA Accountability will demonstrate an increase in reading and math performance in accordance with Raye McCoy Elementary Student Performance Targets.

HB3 Goal

Evaluation Data Sources: The percentage of 3rd-grade students meeting or mastering grade-level standards on STAAR Grade 3 Math and Reading.

| Strategy 1 Details |
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| Strategy 1: We will increase the quality of our Tier 1, 2, and 3 instruction through regular PLCs and Design days for staff. |
| Strategy 2 Details |
| Strategy 2: Create assessment tools for data analysis to be utilized during PLC and learner profile growth. Pre-assessments Tweak Design Post-assessment Now what? |

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: McCoy will engage with the community to tell our story and increase their involvement with the campus.

Evaluation Data Sources: Interactions on social media pages, campus event flyers, and parent feedback through anonymous forums and Coffee with the Principals.

| Strategy 1 Details |
|---|
| Strategy 1: We will advertise new dates and events on our campus. (Fall & Spring Conferences, Showcase of Learning -grade level nights, Fall & Spring Parent Workshop) |
| Strategy 2 Details |
| Strategy 2: We will engage parents and the community in the hiring process for all staff members by inviting parents and community members to be on the interview committee. |

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 2: We will establish digital portfolios to collect goals, data, and progress for each child.

Evaluation Data Sources: We will use feedback surveys to collect data on parent response to student experiences and student feedback on how tracking growth impacted their learning.

| Strategy 1 Details |
|--|
| Strategy 1: Teachers will hold goal setting conferences with students. Students will monitor progress toward mastering personal learning goals. |

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: We will use data systems to inform our instruction related to whole child development (Learner Profile), SEL, and academic success.

Evaluation Data Sources: PLC agendas, Calendar for Design and Planning days built into campus master schedule.

| Strategy 1 Details |
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| Strategy 1: We will utilize the Leading Learning document and data walls that show how all students are growing. This will help us customize and target instruction for both remediation and extension opportunities. |

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: We will train our behavior staff and supporting general education teachers in Solid Roots.

Evaluation Data Sources: We will have a more informed staff equipped to collect functional behavioral data to utilize in decision making.

| Strategy 1 Details |
|--|
| Strategy 1: Behavioral staff will meet one on one with teachers and train them on Daily Behavior Report cards and how to provide the feedback loop. |

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: We will provide additional staff training in ELP's best practices.

Evaluation Data Sources: Increase in TELPAS Scores

| Strategy 1 Details |
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| Strategy 1: We will have district support staff come in and train our staff on sheltered instruction. |
| Strategy 2 Details |
| Strategy 2: We will monitor student language development and intervene with just in time support. |

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Create an empowered campus culture with positive relationships through continuous culture building initiatives and relationship building systems.

Evaluation Data Sources: Social contracts, staff attendance at professional learning opportunities around design, project-based learning, and Capturing Kids Hearts.

| Strategy 1 Details |
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| Strategy 1: Utilizing student input and participation, tied to the Social Contract, to continue to improve school-wide behavioral expectations in the classroom, common areas, and community. |
| Strategy 2 Details |
| Strategy 2: Develop and implement a process to offer clubs/service-learning projects. |

McCoy ES

| | Early Literacy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|--|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|------------|---------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Reading will increase from 54% to 59% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | | 2024 | | 2025 (Target) | | | | |
| 54% | COVID | 55% (64%) | 56% | | 57% | | | 58% | | 59% | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | | | | | | | | | | | | | | |
| | 2019 (Baseline) | * | 45% | 56% | - | * | - | * | 46% | 31% | * | * | 53% | 55% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 48% (47%) | 57% (69%) | - | * | - | * | 49% (29%) | 36% (40%) | * | * | 55% (64%) | 57% (-) |
| | 2022 | * | 51% | 59% | - | * | - | * | 52% | 41% | * | * | 57% | 58% |
| | 2023 | * | 55% | 60% | - | * | - | * | 56% | 47% | * | * | 59% | 60% |
| | 2024 | * | 59% | 62% | - | * | - | * | 59% | 55% | * | * | 61% | 61% |
| | 2025 | * | 63% | 63% | - | * | - | * | 63% | 63% | * | * | 63% | 63% |

| | Early Numeracy Board Outcome Goal (DRAFT) | | | | | | | | | | | | | |
|-----------------|---|------------------|-----------|-----------|-----------------|-------|------------------|-------------------|---------------|--------------|---------------------|----|----------------|--------------------|
| | The percentage of 3rd grade students meeting or mastering grade level standards on STAAR Grade 3 Math will increase from 44% to 51% by August 2025. | | | | | | | | | | | | | |
| | Yearly Target Goals | | | | | | | | | | | | | |
| 2019 (Baseline) | 2020 | 2021 (Actual) | 2022 | | 2023 | | 2024 | | 2025 (Target) | | | | | |
| 44% | COVID | 45% (46%) | 47% | | 48% | | 50% | | 51% | | | | | |
| | | | | | | | | | | | | | | |
| | Closing the Gaps Student Groups Yearly Targets | | | | | | | | | | | | | |
| | | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Eco. Disadv. | Special Ed (Former) | EL | Cont. Enrolled | Non-Cont. Enrolled |
| | 2019 (Baseline) | * | 29% | 47% | - | * | - | * | 50% | 6% | * | * | 45% | 40% |
| | 2020 (COVID) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | 2021 | * | 34% (33%) | 50% (47%) | - | * | - | * | 52% (14%) | 10% (20%) | * | * | 48% (46%) | 44% (-) |
| | 2022 | * | 40% | 53% | - | * | - | * | 55% | 15% | * | * | 51% | 48% |
| | 2023 | * | 46% | 56% | - | * | - | * | 57% | 25% | * | * | 55% | 53% |
| | 2024 | * | 54% | 59% | - | * | - | * | 60% | 39% | * | * | 59% | 58% |
| | 2025 | * | 63% | 63% | - | * | - | * | 63% | 63% | * | * | 63% | 63% |