

McKinney Independent School District

Caldwell Elementary

2022-2023 Campus Improvement Plan



Mission Statement

We empower all students with tools for lifelong success in a changing and diverse society.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

- Every student has value and the potential to succeed.
- High expectations will result in success for ALL students and foster college and career readiness.
- Positive campus culture and a safe environment fosters growth.
- Meaningful relationships enrich learning.
- Active learning should be relevant, fun, and engaging (authentic learning).
- Second language acquisition fosters global student opportunities.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Caldwell has many connections within the McKinney community from former alumni to ardent supporters of the school. We also have a legacy of family, enduring relationships and those returning to Caldwell to serve, such as our physical education teacher, Jose Hernandez. Coach Hernandez was a student at Caldwell and has returned to this school to serve the students and families here as an educator.





Priority Problem Statements

Goals

Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 1: The faculty, staff, parents, students and community will perceive the school environment as safe, positive and orderly.





Evaluation Data Sources: The perceptions of all stakeholders regarding the school environment will be measured through a survey will be at a 75% in the areas that measure Caldwell as safe, supportive and a collaborative school community.

Strategy 1 Details	Reviews			
<p>Strategy 1: Caldwell is implementing PBIS school practices to support the creation of a positive school climate and culture, focused on positive reinforcement of desired behavior through consistent expectations throughout the school, ongoing staff collaboration and recognition of the demonstration of character traits.</p> <p>Strategy's Expected Result/Impact: Results of perception surveys given in October 2022 & May 2023 will indicate an increase in the areas that measure Caldwell as a safe, supportive and collaborative school community.</p> <p>Staff Responsible for Monitoring: PBIS Campus Team composed of: Campus Administration, Counselor, Instructional Coaches, Grade Level, Special Ed. and Specials Teaching Faculty, Paraprofessionals and Office Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All classes will conduct daily morning meetings from 8:00-8:10 a.m. daily to reinforce PBIS school-wide expectations, build classroom community and reinforce character education through the Character Strong Program.</p> <p>Strategy's Expected Result/Impact: Campus administration, counselor and instructional coaches will monitor for implementation of morning meetings.</p> <p>Staff Responsible for Monitoring: PBIS Campus Team composed of: Campus Administration, Counselor, Instructional Coaches, Grade Level, Special Ed. and Specials Teaching Faculty, Paraprofessionals and Office Staff</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 2: Staff, students, parents and community will feel welcome, and be encouraged to actively participate in our school.





Evaluation Data Sources: Staff, students, parents and community members will score at a 4 or above on all indicators measured in our annual survey conducted at the conclusion of the 2022-23 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Community based REACH mentors through our partnership with FUMC and other civic groups like Kiwanis will be embraced by Caldwell.</p> <p>Strategy's Expected Result/Impact: Mentoring logs will indicate consistent campus visits and student contact hours when compared to 2022-23 data.</p> <p>Staff Responsible for Monitoring: Campus administration, CIS staff, office staff and counselor</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will have multiple opportunities for leadership and extracurricular opportunities including: student council, morning announcement crew, honor choir and garden club.</p> <p>Strategy's Expected Result/Impact: Participation rates and attendance counts of students in the various groups</p> <p>Staff Responsible for Monitoring: Staff overseeing in the designated leadership and extracurricular activities</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will be welcome to participate in PTO, classroom & school volunteer opportunities and parent/principal meetings throughout the 2022-23 school year.</p> <p>Strategy's Expected Result/Impact: Sign in sheets and participation rates for these meetings and activities</p> <p>Staff Responsible for Monitoring: Campus administration & counselor</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 3: There will be a reduction in student discipline referrals to administration from August to May 2023, when compared to 2022 data.

Evaluation Data Sources: Prior year data referrals from August 2022-May 2023 will be used to measure the decrease.

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselor referrals and a process for providing assistance to students with school issues will be in place, prior to an office referral.</p> <p>Strategy's Expected Result/Impact: Counselor referrals will be measured at a 2:1 ratio or greater when compared to disciplinary referrals.</p> <p>Staff Responsible for Monitoring: Counselor, teaching staff and administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Guidance lessons will be implemented K-5 to encourage positive and kind behavior.</p> <p>Strategy's Expected Result/Impact: Counselor will audit guidance records to ensure 90% of scheduled lessons occur.</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Proactive small group interventions based on the universal screener (SRSS) data will be implemented by counselor to prevent potential behavior issues.</p> <p>Strategy's Expected Result/Impact: Counselor will log these interventions based on the RTI screener and data will be reviewed with appropriate staff.</p> <p>Staff Responsible for Monitoring: Counselor, teaching staff and administration</p>	Formative			Summative
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Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 4: Communication channels at Caldwell will be streamlined to provide consistent and timely access of pertinent information for all community members.

Evaluation Data Sources: Use of the Caldwell Google calendar for posting of all key dates in a singular location and timely dissemination of information to community will be measured through a collaboration between campus administration and office staff.

Strategy 1 Details	Reviews			
<p>Strategy 1: All date sensitive deadlines and windows will be maintained in the Caldwell Google Calendar. Strategy's Expected Result/Impact: Staff will be in compliance with all deadlines noted in the Caldwell Google Calendar Staff Responsible for Monitoring: Campus administration and office staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus administration will communicate assignments through newsletters, emails, meetings, providing deadlines and feedback to staff in a timely manner. Strategy's Expected Result/Impact: Consistent use of newsletters. Staff Responsible for Monitoring: Campus administration and media resource specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus administration will use Caldwell website and Facebook page to communicate important school information in English and Spanish to the broader school community. Strategy's Expected Result/Impact: Consistent use of these social media platforms and communication tools Staff Responsible for Monitoring: Campus administration and media resource specialist</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Staff will be trained consistently on the use of technology tools available to support our integrated communication plan. Strategy's Expected Result/Impact: Professional development lead by our media resource specialist to support</p>	Formative			Summative
	Nov	Jan	Mar	June

the effective use of the technology based communication platforms.

Staff Responsible for Monitoring: Campus administration and media resource specialist

TEA Priorities:

Recruit, support, retain teachers and principals



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Caldwell Elementary will exist as a learning community that promotes a safe, orderly and positive learning environment for students and is supported by ongoing cooperation and collaboration.

Performance Objective 5: Caldwell Elementary will continue to promote the Live Kind initiative and support the work of grade level teams across all levels.

Evaluation Data Sources: Calendar will reflect implementation of activities to promote kindness in the 2022-2023 academic school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: Implement morning meetings with students to address discussion of specific topics related to the Live Kind initiative.</p> <p>Strategy's Expected Result/Impact: Increase tolerance and acceptance among students from diverse backgrounds..</p>	Formative			Summative
	Nov	Jan	Mar	June
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Goal 2: Effective, high quality instruction will take place in every Caldwell classroom, everyday ensuring maximized student engagement and achievement.

Performance Objective 1: Ongoing support and professional development opportunities will be provided to teaching staff related to the school wide model expectations of instructional practices.

Evaluation Data Sources: Caldwell professional development calendar will be audited biannually to ensure alignment to campus vision and goals related to quality of instruction and teaching efficacy.





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be provided with ongoing job imbedded professional development aligned with both campus and individual professional goals.</p> <p>Strategy's Expected Result/Impact: High yield instructional best practices will be evidenced through both walk through and formal observation data</p> <p>Staff Responsible for Monitoring: Campus administration, instructional coaches and media resource specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will have the opportunity to discuss, plan and observe effective teaching.</p> <p>Strategy's Expected Result/Impact: Evidence of extended planning for tier 1 and intervention as well as the use of faculty meetings to promote professional dialogue and encourage shared practice. Finally, learning walks to facilitate a systematic approach to observation of other teaching staff will be implemented.</p> <p>Staff Responsible for Monitoring: Campus administration and instructional coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The special education team will meet with grade level teacher twice a month to to discuss specific instructional best practices to best meet the needs of the students they are serving together.</p> <p>Strategy's Expected Result/Impact: Progress of special education students that are served dually in the general education setting</p> <p>Staff Responsible for Monitoring: Special education team leader and campus administration</p> <p>TEA Priorities: Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 2: Effective, high quality instruction will take place in every Caldwell classroom, everyday ensuring maximized student engagement and achievement.

Performance Objective 2: RTI process will be strengthened to ensure maximized growth of students both academically and behaviorally.





Evaluation Data Sources: RTI tier movement will be tracked at the end of each semester to show progress towards a decrease in students on academic and behavioral tiers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly RTI meetings will focus on both tier 2 and tier 3 students. Committee will review intervention data, progress monitoring data, and student goals. Progress will be discussed and new goals implemented when necessary.</p> <p>Strategy's Expected Result/Impact: RTI meeting minutes and notes to be kept in Aware under each specific student</p> <p>Staff Responsible for Monitoring: Campus administration, teaching staff, counselor and instructional coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: SRSS data from May 2023 will be shared with appropriate staff prior to the beginning of the 2022-23 school year. This data will also be reviewed by counselor and RTI team to ensure students with potential behavioral difficulties receive appropriate and timely interventions.</p> <p>Strategy's Expected Result/Impact: Students who are on RTI for academic deficits will also have their behavioral needs evaluated to ensure that is not a contributing factor</p> <p>Staff Responsible for Monitoring: Counselor and instructional coaches</p> <p>TEA Priorities: Improve low-performing schools</p>	Formative			Summative
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Goal 2: Effective, high quality instruction will take place in every Caldwell classroom, everyday ensuring maximized student engagement and achievement.

Performance Objective 3: Data review processes (both formal and informal) will be followed and reinforced throughout the 2022-23 school year.

Evaluation Data Sources: Summative student assessment data (as measured by state testing) will show a marked improvement in all tested areas for grades 3-5.





Strategy 1 Details	Reviews			
<p>Strategy 1: At minimum, 3 data meetings per subject for all grade levels will be held. Each students' assessment data in reading and math K-5, and 5th grade science will be reviewed and to determine student progress which will be tracked on grade level data boards during the meeting.</p> <p>Strategy's Expected Result/Impact: All 1st-5th grade students data will be monitored on data walls after BOY MAP, MOY MAP and EOY MAP. The movement and/or placement of students on the data boards will indicate progress.</p> <p>Staff Responsible for Monitoring: Campus administration & Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Additional Targeted Support Strategy</p>	Formative			Summative
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Goal 3: Caldwell will ensure the goals of the two way dual language program, bilingualism, biliteracy, and biculturalism, are met.

Performance Objective 1: Bilingualism and Biliteracy will be achieved through the effective implementation of the balanced literacy model, primary language instruction in Kindergarten and 1st grade and the ongoing monitoring of various language and literacy assessments to ensure student progress in both languages. Additionally, these assessment instruments will be used to determine placement and program continuation.

Evaluation Data Sources: MAP Reading
 m-Class
 LAS Links
 Linguistic Alignment Alignment Guide
 TELPAS results for 2022-2023





Strategy 1 Details	Reviews			
<p>Strategy 1: Students in the dual language program will have their second language evaluated annually with MAP Reading and MAP Math, writing benchmark and LAS LINKS Language Assessment. Additionally, results will be added to our campus data master spreadsheet and shared with parents.</p> <p>Strategy's Expected Result/Impact: Students' second language growth will increase as a result of increased and ongoing monitoring using set measures.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Dual Language Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: TELPAS data for all ELL students will be shared with Caldwell staff for school year 2022-23. This information will be tracked and reviewed monthly in PLC meetings and quarterly in bilingual campus meetings, using the LIAG (Linguistic Instructional Alignment Guide) which supports ELPS (English Language Proficiency Standards).</p> <p>Strategy's Expected Result/Impact: English language acquisition for all ELL students will increase as measured by TELPAS 2023 results.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches Dual Language Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: MAP Reading results for students will be reviewed after each testing window through grade level data meetings. Additionally, minimum standards for primary (Kinder and 1st) and second language (2nd-5th) grade will be tracked and used to inform placement and program continuation decisions.</p> <p>Strategy's Expected Result/Impact: Students participating in the dual language program will meet or exceed the minimum standards for m-class in grades K-2nd and MAP Reading in grades 3-5.</p> <p>Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Dual Language Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Caldwell will ensure the goals of the two way dual language program, bilingualism, biliteracy, and biculturalism, are met.

Performance Objective 2: Biculturalism is promoted and developed through the Site Based Decision Making Campus Committee focused on bringing culturally diverse experiences to students, staff, and community. We will host cultural awareness events for students and community to attend and participate. In addition, we will continue a fine arts focus on cultural arts and experiences through our music and art education programs.

Evaluation Data Sources: Program and event effectiveness will be evaluated with input from our bilingual vertical team, instructional coaches and campus administration.

Strategy 1 Details	Reviews			
<p>Strategy 1: SBDM committee will continue to measure the progress of our efforts towards the goal of biculturalism through student focus groups and surveys.</p> <p>Strategy's Expected Result/Impact: Increased focus and accountability for progress towards goal of biculturalism.</p> <p>Staff Responsible for Monitoring: Campus Administration Bilingual Campus Lead Bilingual Campus Team SBDM Committee on Dual Language</p>	Formative			Summative
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Goal 3: Caldwell will ensure the goals of the two way dual language program, bilingualism, biliteracy, and biculturalism, are met.

Performance Objective 3: Caldwell Elementary will develop and implement a campus wide plan for the promotion of equity and diversity.





High Priority

Evaluation Data Sources: CWTs

MAP Data

STAAR Assessments

TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly focused CWTs conducted by ADM and coaches targeting the implementation of Caldwell MOI and MOI with an ELs lens.</p> <p>Strategy's Expected Result/Impact: Increase instructional rigor for all learners Increase students' academic achievement, bilingualism, bi-literacy and multiculturalism</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Weekly PLCs focused on alignment and rigor of the standards and data driven instruction.</p> <p>Strategy's Expected Result/Impact: Increase students academic achievement Increase of students academic performance at Meets Level by 25% in the areas of reading and math as measured by STAAR 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levels: Lever 5: Effective Instruction</p>	Formative			Summative
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Addendums

Campus Information

District Name	McKinney ISD	Campus Name	Caldwell EL	Superintendent	Rick McDaniel	Principal	Kelly Flowers
District Number	043907	Campus Number	043907107	District Coordinator of School Improvement (DCSI)	Geoff Sanderson	ESC Support	Region 10

Assurances

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Geoff Sanderson
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Suzy Woodard
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Kelly Flowers
Board Approval Date	2019-10-22	

	Prioritized Focus Area #1	Prioritized Focus Area #2
Essential Action	5.1 Objective-driven daily lesson plans with formative assessments.	5.3 Data-driven instruction.
Rationale	Review of lesson plans and provision of feedback is an action that has not yet been in place consistently at our campus. Ensuring alignment with lesson planning expectations and their alignment to the MOI is also an area of priority.	Formal data structures via our data protocols and campus based formal data meeting schedule with resulting action plans is firmly rooted; however, regular review of student formative assessment data via the PLC cycle is not evidenced across all grade levels and content areas.
Desired Annual Outcome	Lesson plan criteria are clearly articulated and teachers have been provided with lesson plan exemplars and lesson planning support via instructional coaches. Evidence of lesson planning aligned to the model of instruction (MOI) and specific feedback provided to teachers regarding lesson planning and delivery. Instruction delivered reflects lesson plans submitted.	Formal data structures via our data protocols and campus based formal data meeting schedule with resulting action plans as well as regular review of student formative assessment data via the PLC cycle will be evidenced across all grade levels and content areas.
Barriers to Address During the Year	Campus administrators and instructional coaches will provide feedback to individual teachers on lesson plans and common formative assessments. Continuous improvement, alignment to the rigor of the SE (student expectation) of the designated TEKS is a requisite mindset.	Posting of student progress tracking a common area and consistent review of reteach and action plans. Focus on student growth, transparency and shared ownership of student performance are required mindsets.