

McKinney Independent School District
#1 Duvall Street, McKinney, Texas 75069

To: Board of Trustees
From: Shawn Pratt, Superintendent
Subject: Caldwell Targeted Improvement Plan
Date: November 17, 2025

At the October 2025 board meeting, trustees reviewed and approved both the district and campus improvement plans, which outlined goals and key interventions for the year. As shared during that presentation, this month's update provides additional information on Caldwell Elementary, a campus identified for Comprehensive Support and Improvement (CSI). When a campus receives this designation, it signals an opportunity for focused growth through collaboration among educators, leaders, and families. The resulting Targeted Improvement Plan (TIP) serves as a roadmap for this work—defining priorities, measurable goals, and specific strategies to strengthen academic and organizational outcomes.

Following a comprehensive needs assessment, as well as a formal effective school framework audit through our Regional Service Center, a targeted intervention plan has been developed and is currently being implemented. Campus and district teams will emphasize improving instructional practices, enhancing data-driven decision-making, and building capacity among staff. Implementation will be supported through ongoing monitoring, coaching, and professional learning to ensure fidelity and sustained improvement.

Impact Statement: The implementation of this plan will lead to stronger instruction, improved student outcomes, and a more consistent culture of high expectations across the campus. By focusing on collaboration, data-informed decisions, and targeted support, Caldwell Elementary will improve performance.

It is Recommended: The Board approve the Targeted Improvement Plan.

Resource Person(s): Jennifer Akins, Molly Hovan, and Melanie Raleeh

Respectfully Submitted,
Shawn Pratt
Superintendent

District Information	
District Name	McKinney Independent School District
Name of the person completing this form	Jennifer Akins
Email of responder	jakins@mckinneyisd.net
Role of the responder	Chief School Improvement and Federal Programs Officer

Needs Assessment	Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.	IF Locally Conducted Needs Assessment- I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
Caldwell Elementary	ESF Diagnostic and Local Classroom Review Comprehensive Local Needs Assessment for CIP process	No

Stakeholder Engagement	I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan?	I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement, and the board posted the plan on the district website prior to the hearing.	Board presentation dates:
Caldwell Elementary	Yes	Yes	Yes	10/20/25 CIP 11/17/25 TIP

Student Outcome Goals	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Caldwell Elementary	55	45	25	34.375	75	25

School Improvement Strategy Info from TEA's template	Please select the strategy or strategies you will implement for this campus. Other School Improvement	Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are working with to build capacity and support strategy implementation .	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).
Caldwell Elementary	Other School Improvement:	Our school system has not yet been awarded a grant to support this strategy	Prep Preservice Residency, Prep Grow Your Own; Prep Mentor; Prep	Region 10 ESC	n/a	n/a

Curriculum and Instruction	Will the campus implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used.
Caldwell Elementary	Yes	Grade level	Once a week	Team Leader and Instructional Coach	Relevant teachers	The Professional Learning Community (PLC) process created by Solution Tree focuses on teachers working together to make sure every student learns at high levels. Teachers meet regularly to plan lessons, review student progress, and adjust instruction based on what students need. These ongoing, collaborative experiences ensure that professional growth is sustained, immediately applicable, and aligned with student achievement goals. This teamwork helps schools build a strong culture of collaboration, continuous improvement, and shared responsibility for student success.

Capacity Building	Campus principal name	Years of experience as a campus principal	Campus principal turnaround experience	Principal Manager name	Years of experience as a principal manager	Principal manager turnaround experience
Caldwell Elementary	Karla Massey	20 years	1 year	Molly Hovan	2 years	1 year

Capacity Building, Continued	<p>% of teachers on the campus who:</p> <ul style="list-style-type: none"> -have more than 2 years experience -are certified -are TIA designated teachers <p>3 separate percentages % / % / %</p>	<p>Please describe your planned training/PD sessions (and who delivers and attends) for:</p> <ul style="list-style-type: none"> –Principal manager –Principal –Other campus admin (assistant principals, instructional coaches) –Teachers 	<p>How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?</p>	<p>What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?</p>	<p>How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?</p>	<p>What capacity building supports related to supporting students in special populations will teachers and administrators receive?</p>
<p>Caldwell Elementary</p>	<p>95.5% 95.5% 0%</p>	<p>McKinney ISD provides a structured professional learning program designed to meet state, federal, and local requirements while building the leadership and instructional capacity of all staff.</p> <p>Principal managers and principals participate in targeted leadership training, including T-PESS orientation and refreshers, safety and threat assessment procedures, and leadership coaching sessions focused on instructional improvement. Assistant principals and instructional coaches engage in similar leadership and compliance trainings, including</p>	<p>Team leaders and Instructional Coaches provide mentorship to new teachers throughout the school year. A log is kept and reviewed by the administrators to ensure support is occurring.</p> <p>For new teaching staff, we provide more intensive support, like regularly planning together, modeling lessons, and working together</p>	<p>An informal walkthrough tool will be used to evaluate the implementation of training, focusing on key instructional practices aligned with NASOT strategies. The tool includes “look-fors” such as effective chunking of content, opportunities for students to process information, increased student response rates, purposeful</p>	<p>Each teacher will receive a walkthrough and feedback at least once per month.</p>	<p>Teachers and administrators will receive ongoing training on meeting the diverse needs of special populations, including strategies for differentiation, accommodations, and collaboration. They’ll also have access to coaching, data tools, and resources to support evidence-based practices and monitor student progress.</p>

		<p>T-TESS evaluator training, CPI, and data-driven instructional planning.</p> <p>Teachers receive ongoing professional learning through district-led sessions, Reading Academies, GT updates, EL and dyslexia training, and other state-mandated programs to enhance instructional quality and student outcomes. All training is documented through Edugence, coordinated by MISD's Professional Learning Department, and reinforced through coaching, feedback, and implementation monitoring.</p> <p>In addition to formal sessions, McKinney ISD emphasizes job-embedded professional learning as a core part of its continuous improvement model. Teachers, instructional coaches, and administrators engage in campus-based PLCs, peer observations, data meetings, and coaching cycles that directly connect professional learning to daily practice.</p> <p>McKinney ISD professional learning is delivered through a combination of district departments, regional partners, and approved vendors, depending on the topic and audience.</p>	<p>to ensure compliance with all required deadlines.</p>	<p>physical movement, and clear highlighting of critical information. In addition, T-TESS formal observations will be used to provide deeper feedback and reinforce the same instructional priorities observed through the informal walkthrough process.</p>		
--	--	--	--	--	--	--

Milestones	Please share the key milestones for this strategy for 2025-2026 School Year:
Caldwell Elementary	<p>By January of 2026, Caldwell administrators will:</p> <p>Create clear roles and responsibilities for the CLT</p> <p>Use an instructionally focused agenda for the CLT</p> <p>Use a formal teacher support structure (Tuesday PLC & Thursday Data Meeting)</p> <ul style="list-style-type: none"> • PLC timed agenda • Data driven practices <p>Create Caldwell's instructional framework</p> <p>Develop and use a focused walkthrough system and include feedback form</p> <p>By July of 2026, Caldwell will develop and implement plans for:</p> <p>T-TESS Calibration Training</p> <p>Formal Mentor Program</p> <p>RBIs crosswalk and staff professional learning</p>

Performance Management	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
Caldwell Elementary	We will meet in person approximately every 6 weeks. We have ongoing communication through phone calls and TEAMS.	DCSI, Principal, and Principal Supervisor	We will assess at intervals of approximately 6 weeks	We will utilize our data solutions, Edugence & On Data Suite	We will provide information to our executive leadership through meeting in person

Resources	Please share the required costs to implement the plan and source of funds.	If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?
Caldwell Elementary	From Title I & II funds we will use the following resources: Instructional Coach positions Extended Planning for teaching staff Tutoring	Title I & Title II funds. If we did not receive these funds, we would implement with local funds.