

Carrollton-Farmers Branch Independent School District

McLaughlin Strickland Elementary

2022-2023 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: March 31, 2022

Demographics

Demographics Summary

McLaughlin-Strickland is a Title I campus which started as a K-5 elementary in Carrollton, Texas named Webb Chapel Elementary in 1959 and later changed names to Neil Ray McLaughlin in 1968. Due to rising attendance, Nancy Strickland Intermediate was built in 2009 across the street in Farmers Branch, Texas for students in grades 3-5. The two campuses continued to be run by one administration. The intermediate school underwent renovations in 2018, adding on 8 classrooms, and a STEM wing, which brought all the students together on one campus now named McLaughlin-Strickland SPARK STEM academy. McLaughlin Strickland is in a suburban community that is composed of a combination of houses and apartments within one of the fastest growing housing markets. The campus' students come in from 4 different cities (Carrollton, Farmers Branch, Dallas, & Addison) due to its border proximites and we are an open enrollment campus. The campus currently has approximately 650 students and is predominantly a neighborhood school, with one bus route. Majority of students are dropped off and picked up by their parents or utilize programs which transport children by van to and/or from school. The campus offers a one-way bilingual program in all grade levels, a full day Pre-K, an innovative SPARK STEM Academy for all students and houses one of the district's PASS behavior support services, along with an ESCS program for kindergarten students.

The campus currently is at capacity regarding classrooms and is continuing to grow. The campus has an 85% Hipanic population, with sub populations being 9% Black or African American, 3% white, 1.65% two or more races, and less than 1% each falling into the American Indian or Alaskan Native, Asian and Native Hawaiian or Other Pacific Islander sub populations. The student population has 56 students identified as Gifted and Talented, 35 being served through the Dyslexia program, 100 students receiving services through the Special Education Department, 299 students enrolled in the bilingual program, 63 additional ELL students in monolingual classrooms, and 486 students identified as Economically Disadvantaged. The school is a Title I campus, with 87% students receiving Free and Reduced Lunch. The campus does feel this number is lower compared to other years, due to students receiving free breakfast and lunch from the state, without needing to qualify this year. In the year following the major pandemic shutdowns, the campus has put in hard work to help families fall back into the routine of students needing to be at school year day, as we saw our attendance rate drop this year. The campus will continue to keep attendance in mind to help all students reach their full potential.

McLaughlin-Strickland received a report score of a C on TEA's 2019 Accountability Rating Summary, with student progress at a scale score of 79 and student achievement at a 65. The school continues to provide services to students, such as tutoring, Response to Intervention and multiple small groups to help improve our school's performance.

McLaughlin-Strickland employs 4 Pre-K teachers with an aide in each classroom, 29 K-5 classroom teachers, 2 PASS teachers with one aide each, an ESCS teacher, 5 specials teachers, 6 ESSER teachers, 1 librarian, 1 counselor, 3 front office staff personnel, an assistant principal and a principal. The district also provides a nurse, diagnostician, speech pathologist, 2 literacy coaches, a math coach, a Dyslexia Specialist, a Behavioral Resource Specialist and cafeteria staff. In addition, the campus has a Communities in Schools advocate, which works in collaboration with staff to provide students and families with social, emotional and academic assistance.

The campus held a high retention rate of teachers after the 2020-2021 pandemic year with only three teachers leaving the campus; one to retire, one to move into a different position and one nonrenewal. For the upcoming 2022-2023 school year, the retention rate currently looks to be 80% with a classroom teacher leaving in Pre-K, Kindergarten, First Grade, Third Grade, two PASS teachers and the campus' LA Special Education teacher. In addition, one teacher is retiring and one is being force transferred; making the true teacher retention rate 84%. The campus continues to struggle retaining Special Education teachers, but the district is offering incentives, which will hopefully help the campus recruit and retain qualified candidates. Overall, the staff at McStrick is hard working and strives to involve families members with programs such as, PTA, choir, Latino Literacy Project, Open House, a Movie Night, an In-and-Out family dinner night on campus, along with other community- school relationship builders.

Demographics Strengths

Consistency in retention of Bilingual educators, there is a divers staff, student population is also diversifying as we are seeing an increae in African American students. The community involves themselves with coming out to functions related to student performances, open house, Latino Lliteracy project, and other forms of parent engagements.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our bilingual students have had greater consistency in their learning due to less teacher turnover. **Root Cause:** There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support our new teachers as well as retaining them.

Problem Statement 2 (Prioritized): Our students come from various backgrounds and require additional support that must be met with targeted interventions. **Root Cause:** There is a need to provide support for all staff and students so that learning at the highest quality can occur.

Student Learning

Student Learning Summary

1. What progress has been made by students? Describe the domain ratings: Student Achievement, School Progress, and Closing the Gaps.

Student Achievement-

McLaughlin Strickland Elementary has been making progress in all academic areas: Reading, Writing, Math, and Science. Assessments that have been used to measure this progress includes teacher created formative assessments, District common formative assessments, as well as MAP data. We have also utilized RTI scheduling in collaboration with ESSER teachers to move our students.

On STAAR 2019, 65% of students scored Approaches, 34% scored Meets, and 14% scored Masters on all subjects Grades 3-5.

On STAAR 2021, 44% of students scored Approaches, 16% scored Meets, and 6% scored Masters on all subjects Grades 3-5.

On STAAR 2019, 67% of students scored Approaches, 34% scored Meets, and 12% scored Masters on Reading Grades 3-5.

On STAAR 2021, 53% of students scored Approaches, 22% scored Meets, and 10% scored Masters on Reading Grades 3-5.

On STAAR 2019, 70% of students scored Approaches, 35% scored Meets, and 20% scored Masters on Math Grades 3-5.

On STAAR 2021, 43% of students scored Approaches, 14% scored Meets, and 6% scored Masters on Math Grades 3-5.

On STAAR 2019, 54% of students scored Approaches, 30% scored Meets, and 9% scored Masters on Science Grade 5.

On STAAR 2021, 34% of students scored Approaches, 7% scored Meets, and 0% scored Masters on Science Grade 5.

School Progress-

On most recent MAP Assessment (Jan. 2022) in Grades 3-5, 51% of students scored Approaches, 17% scored Meets, and 4% scored Masters in English Reading.

On most recent MAP Assessment (Jan. 2022) in Grades 3-5, 68% of students scored Approaches, 37% scored Meets, and 16% scored Masters in Spanish Reading.

On most recent MAP Assessment (Jan. 2022) in Grades 3-5, 50% of students scored Approaches, 17% scored Meets, and 3% scored Masters in Math.

On most recent MAP Assessment (Jan. 2022) in Grade 5, 44% of students scored Approaches, 7% scored Meets, and 3% scored Masters in Science.

Closing the Gaps-

On most recent MAP Assessment (Jan. 2022) in Grades 3-5, 6% of Special Ed students met the Meets performance level in Reading.

On most recent MAP Assessment (Sept. 2021) in Grades 3-5, 31% of Special Ed students met the Meets performance level in Math.

On most recent MAP Assessment (Sept. 2021) in Grades 3-5, 26% of English Learners scored Approaches, 19% scored Meets, and 7% scored Masters in Reading.

On most recent MAP Assessment (Sept. 2021) in Grades 3-5, 32% of English Learners scored Approaches, 11% scored Meets, and 3% scored Masters in Math.

1. What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)

Race/Ethnicity-

On STAAR 2021, 85% of African American students scored Approaches, 23% scored Meets, and 15% scored Masters on Reading Grades 3-5.

On STAAR 2021, 46% of African American students scored Approaches, 8% scored Meets, and 8% scored Masters on Math Grades 3-5.

On STAAR 2021, 50% of Hispanic students scored Approaches, 22% scored Meets, and 10% scored Masters on Reading Grades 3-5.

On STAAR 2021, 43% of Hispanic students scored Approaches, 14% scored Meets, and 6% scored Masters on Math Grades 3-5.

On STAAR 2021, 80% of White students scored Approaches, 30% scored Meets, and 10% scored Masters on Reading Grades 3-5.

On STAAR 2021, 40% of White students scored Approaches, 10% scored Meets, and 0% scored Masters on Math Grades 3-5.

Student Groups-

On STAAR 2021, 11% of Special Ed students scored Approaches, 2% scored Meets, and 2% scored Masters on Reading Grades 3-5.

On STAAR 2021, 14% of Special Ed students scored Approaches, 5% scored Meets, and 5% scored Masters on Math Grades 3-5.

On STAAR 2021, 47% of English Learners scored Approaches, 18% scored Meets, and 9% scored Masters on Reading Grades 3-5.

On STAAR 2021, 43% of English Learners scored Approaches, 16% scored Meets, and 8% scored Masters on Math Grades 3-5.

1. How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

3-5 English Reading-

On STAAR 2021, 53% of students scored Approaches, compared to 51% on MAP Jan. 2022.

On STAAR 2021, 22% of students scored Meets, compared to 17% on MAP Jan. 2022.

On STAAR 2021, 10% of students scored Masters, compared to 4% on MAP Jan. 2022.

3-5 Spanish Reading-

On STAAR 2021, 50% of students scored Approaches, compared to 68% on MAP Jan. 2022.

On STAAR 2021, 18% of students scored Meets, compared to 37% on MAP Jan. 2022.

On STAAR 2021, 7% of students scored Masters, compared to 16% on MAP Jan. 2022.

3-5 Math-

On STAAR 2021, 43% of students scored Approaches, compared to 50% on MAP Jan. 2022.

On STAAR 2021, 14% of students scored Meets, compared to 17% on MAP Jan. 2022.

On STAAR 2021, 6% of students scored Masters, compared to 3% on MAP Jan. 2022.

Grade 5 Science-

On STAAR 2021, 34% of students scored Approaches, compared to 44% on MAP Jan. 2022.

On STAAR 2021, 7% of students scored Meets, compared to 7% on MAP Jan. 2022.

On STAAR 2021, 0% of students scored Masters, compared to 3% on MAP Jan. 2022.

MATH

Kindergarten:

McLaughlin Strickland Elementary
Generated by Plan4Learning.com

DCFA 1 and DCFA 2: more students in 'approaches' (about 50% more) and less students in 'meet/not meet'

1st grade:

DCFA 1 and DCFA 2: students are growing in every area of DCFA. In DCFA 2, McStrick is performing like the district is performing in all areas.

2nd grade:

DCFA 1 and DCFA 2: more students in 'masters' than district overall

ELA:

Kindergarten:

DCFA 1: DNM-35 A-20 M-28

DCFA 2: DNM-19 A-34 M-26

DCFA 3: DNM-8 A-39 M-33

1st grade:

DCFA 1: DNM-95 A- 13 M-1

DCFA 2: DNM-63 A-25 M-21

DCFA 3: DNM-43 A-25 M-44

2nd grade:

DCFA 1: DNM- 29 A-21 M-31

DCFA 2: DNM-26 A-29 M-31

DCFA 3: DNM-30 A-46 M-8

Student Learning Strengths

3-5 Spanish Reading- shown progress since 2021

On STAAR 2021, 50% of students scored Approaches, compared to 68% on MAP Jan. 2022.

On STAAR 2021, 18% of students scored Meets, compared to 37% on MAP Jan. 2022.

On STAAR 2021, 7% of students scored Masters, compared to 16% on MAP Jan. 2022.

3-5 Math- shown progress since 2021

On STAAR 2021, 43% of students scored Approaches, compared to 50% on MAP Jan. 2022.

On STAAR 2021, 14% of students scored Meets, compared to 17% on MAP Jan. 2022.

Grade 5 Science- shown progress since 2021

On STAAR 2021, 34% of students scored Approaches, compared to 44% on MAP Jan. 2022.

On STAAR 2021, 7% of students scored Meets, compared to 7% on MAP Jan. 2022.

On STAAR 2021, 0% of students scored Masters, compared to 3% on MAP Jan. 2022.

****MAP**

Over 50% of students met their projected growth goal in 4th and 5th grade Math.

About 50% of students met their projected growth goal in 3rd grade Reading and 5th grade bilingual Reading.

4th grade Reading and 5th grade bilingual Reading met achievement component score goal of 41.

MATH

Kindergarten

Strengths: representing numbers 8-10 and 13-15

Weaknesses: one more/one less, joining/separating, and subitizing

MAP: projected goal-18% actual results-32%

1st grade:

Strengths: building numbers, writing in expanded form, describes a new way of so many tens and ones

Weaknesses: generating 10 more, fact fluency overall, problem solving overall

MAP: projected goal-14% actual results-6%

2nd grade:

Strengths: growth in DCFA 2 standard form to expanded form, one-step join

Weaknesses: no data to compare to district

MAP: projected goal-7% actual results-13%

ELA:

Kindergarten:

Strengths: moving kids from DNM to Approaches in DCFA

MAP: Spanish projected goal-26% actual results-32%

English projected goal-17% actual results-20%

1st grade:

Strengths: moving from DNM to Approaches and Approaches to Masters, MAP: at or ahead of projected goal

MAP: Spanish projected goal-11% actual results-13%

English projected goal-9% actual results-9%

2nd grade:

Strengths: MAP- drastically ahead of projected goal in MAP

MAP: Spanish projected goal-24% actual results-52%

English projected goal-9% actual results-28%

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our Fall to Spring MAP growth in Math and Reading for Kinder, 1st and 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quartile. **Root Cause:** Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements.

Problem Statement 2 (Prioritized): Third grade projected STAAR performance on MAP for monolingual students had an average of 60% of students not meeting grade level in either Math or Reading **Root Cause:** There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

School Processes & Programs

School Processes & Programs Summary

Personnel-

- We recruit staff through job fairs, strong student teachers that have been on our campus, and search through the available applicants for the most highly qualified candidates. We hold interviews that include admin, coaches, and teachers on the grade level or department. We search for candidates that meet the needs of our campus and are highly qualified.
- For new staff, we have them attend the district new hire trainings, and we hold on-campus training as well. We also have New Teacher PLC at least once per quarter, and all new teachers are assigned a mentor.
- We assign teachers to grades/ subjects/ departments that they are qualified for. As we learn staff's strengths, we guide them to positions that they are most qualified/ best suited to teach.
- We provide training for teachers to help them develop their craft, and we support them with their professional goals.

Professional Practices-

- Instructional leaders (admin, counselors, coaches, teacher leaders) are developed through weekly/ monthly meetings. Admin, coaches, and our counselor has a weekly meeting (ILT) to make sure we have processes and procedures ready at the campus level, and we figure out next steps that we need to address. During our ILT meetings, we also discuss concerns that have popped up and plan for Professional Development based on those needs.
- Admin also attends a district principal meeting to develop our learning and look at next steps for our campus.
- We meet with Team Leads at least once a month to move forward the work on campus. There are certain roles and responsibilities that are clear, but other roles overlap.
- We have a Campus Improvement Committee that meets to look at campus needs, study campus data, and make plans for the campus as a whole.
- Grade level teams meet at least weekly as a PLC to study data and student work. They then make plans for next steps for their students whether that is whole class and/ or small group. Campus admin and coaches are part of the grade level PLCs, and they are holding grade levels accountable for the data and next steps that were agreed upon during PLC time.
- Coaches and Admin are also tracking progress and bring teachers into the conversation so that we are all on the same page and know how our students are progressing (re-capture data).
- For discipline, we have quarterly discipline committee meetings to discuss trends across discipline issues, demographics, etc.
- For attendance, the clerk and attendance administrator meet bi-weekly to look at attendance concerns. Attendance meetings are held with parents when truancy starts to become a concern. We have had one attendance committee meeting this school year to look at students that are over the 90% rule.

Programs and Opportunities for Students-

- We have Communities in School, Volunteer Partners (OxyChem), STEM, choir, TNN, ATB.
- We have a Tiger Pledge that we say daily over TNN (Tiger News Network) which promotes responsibility & citizenship.
- We have a master schedule that allows all students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We have SNAP meetings at least quarterly to study student progress and make Tier changes as needed.
- Half of our students are ESL/ Bilingual, about 10% of students on campus qualify for some form of special education, about 7% of the campus participates in the GT program, and about 5% of students are participating in dyslexia services.
- We are a STEM campus and we offer STEM classes during Specials. We also have STEM challenges for teachers to do in their classrooms. Students attend at least 6 guidance lessons throughout the school year.
- We are a one-to-one campus, so all students have a dedicated device (iPads for PK-1 & Chromebooks for 2nd-5th). 2nd-5th grades teach Keyboarding which helps students learn how to type, and they are also taught technology expectations during STEM.
- Communities in Schools provides additional counseling for students and supports our students by connection families with other services they may need (MetroCrest, rental assistance, food banks, etc).

Procedures-

- We support teachers through Instructional Coaching. We have a full time Math Coach, and 2 half-time Language Arts Coaches (1 bilingual & 1 monolingual). We have weekly PLC meetings to study curriculum with the coaches plus extended planning at least monthly. Our district provides a viable, aligned curriculum for us, and we make adaptations based on our student's needs. Teachers have re-teach time built into their daily lesson plans to meet the specific needs that we've identified during PLC.
- Lesson Plans are based on the district curriculum, but they are also broken down to focus on student need based on data. The plans include objectives for the day, at least one critical thinking question, and formative assessments to make sure students learned what was taught.
- Technology is integrated daily into the lessons. The amount of integration depends on the grade level. PreK-Kinder use APPS to support learning. 1st and 2nd grades also use APPS to support learning, but they add SeeSAW regularly in their lessons. 3rd-5th have a good portion of their lessons embedded with technology tools.
- We have a master schedule that is organized to protect instructional times by having RTI scheduled out. Teachers have a planning period at a consistent time, and PLCs are always held on Wednesday during their planning. ARDS are held on a specific day, so teachers know which days to anticipate ARDS. Tutoring is offered on Tuesday and Thursday afternoons across all grade levels.
- We are an early childhood/ elementary campus. We have supports built in for the transition to Middle School. The middle school fine arts come to visit our school, and our students go to the middle school they will be attending to see what the campus is like. Counselors from the MS come to visit and help students enroll in classes.
- We have Restorative Practices here on campus. We also have Sanford-Harmony that teachers implement in the classroom. Students are only removed from the classroom for significant behaviors as they need to be in the classroom to learn; therefore, our teachers use classroom management strategies to de-escalate problem behaviors. We have grade level discipline plans that all meet certain criteria (campus discipline protocol). There is also a campus-wide incentive plan to promote positive behavior (behavior bash, tiger bucks, & golden paws).
- Bully investigations are conducted as needed. Students are taught about bully prevention during counseling lessons, and we strive to restore relationships through Restorative Practices. We conduct Violence Interventions as needed, and get students the support they need.

School Processes & Programs Strengths

Personnel-

- For new staff, we have them attend the district new hire trainings, and we hold on-campus training as well. We also have New Teacher PLC at least once per quarter, and all new teachers are assigned a mentor.

Professional Practices-

- Grade level teams meet at least weekly as a PLC to study data and student work. They then make plans for next steps for their students whether that is whole class and/ or small group. Campus admin and coaches are part of the grade level PLCs, and they are holding grade levels accountable for the data and next steps that were agreed upon during PLC time.

Programs and Opportunities for Students-

- We have a master schedule that allows all students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We have SNAP meetings at least quarterly to study student progress and make Tier changes as needed.

Procedures-

- We support teachers through Instructional Coaching. We have a full time Math Coach, and 2 half-time Language Arts Coaches (1 bilingual & 1 monolingual). We have weekly PLC meetings to study curriculum with the coaches plus extended planning at least monthly. Our district provides a viable, aligned curriculum for us, and we make adaptations based on our student's needs. Teachers have re-teach time built into their daily lesson plans to meet the specific needs that we've identified during PLC.
- We have a master schedule that is organized to protect instructional times by having RTI scheduled out. Teachers have a planning period at a consistent time, and PLCs are

always held on Wednesday during their planning. ARDS are held on a specific day, so teachers know which days to anticipate ARDS. Tutoring is offered on Tuesday and Thursday afternoons across all grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have a master schedule that allows all students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We wait for SNAP meetings (at least quarterly) to study student progress and make Tier changes as needed. We need to be more flexible with our Tier 2 & 3 instruction. **Root Cause:** We've been waiting on SNAP meetings to make changes instead of being flexible with our tier groups. Our teachers and leaders need more training on how to support the MTSS process.

Problem Statement 2 (Prioritized): Student behaviors and outcomes require continuous support both from teachers and administration. **Root Cause:** There are not systems that have been established around routines, procedures, and expectations in order to maximize behavior and learning outcomes.

Perceptions

Perceptions Summary

McLaughlin Strickland Elementary believes that all students can learn and is a culturally inclusive environment. Our students' backgrounds are respected and their language abilities are seen as an asset. It is a campus that "sticks" together as they consistently work diligently to address the learning gaps of students in poverty and marginalized populations as well as providing growth opportunities for high achieving students to help them reach their potential regardless of what opportunities they have outside of school. In order to address high capacity learning, campus stakeholders engage in tutoring, Saturday school, PLCs, and data reviews in order to grow children and teacher practice. There is a general sense of belonging within our students, and they are proud to be a McStrick Tiger.

Traditionally, our parent support varies. This includes supporting us in everyday procedures such as attendance, tardies, and behavior support. Our absences for our students impacts learning as does student tardies. One area of concern is attendance in the primary grades with students that have more than 18 absences- Kinder (45 students), 1st grade (30 students), and 2nd grade (21 students). Our behavior is addressed with Sanford-Harmony training and teachers tend to the needs of students by engaging in morning meetings, restorative practices, and teaching students about appropriate behavior rather than just resorting to punitive actions. Our community is supported by several organizations including: Oxychem, State Farm, Connecting the Community, Community HOA. The majority of these organizations partner with us by providing school supplies and materials. Oxychem, works closely with our school counselor in order to provide additional volunteers, but we would like to expand their involvement. We are in a great spot to develop our partnership with parents as our overall parent attendance for our evening school events is high such as movie night, art show, open house, and our Spring Fundraiser. Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families.

In regard to administrative support, teachers feel that there is a good amount of autonomy given to them and that administration values equity, inclusion, and diversity. Additionally, problems are identified by looking at survey data, and, overall, administration competence regarding instructional capacity is good, but could improve. The principal will need to continue to develop trust as he is the third administrator in three years as well as ensuring that teachers feel valued by being appreciated for the various facets of their jobs.

In terms of teacher retention, we currently have 88% of staff slated to return to campus, this is a drop from the previous year when approximately 95% of staff returned. Teachers are aware that this is a campus that has challenges and many rate their teamwork and collaboration as key contributors to their success and self-efficacy as teachers. As administration works to support them, teacher voice will be utilized through surveys and committee meetings to assist with developing a mission and vision for the campus.

Perceptions Strengths

Teachers are a tight community that supports each other and support student learning, both- academic and social & emotional. They believe that the school provides a safe and clean learning environment. Areas that teachers perceive as strengths: autonomy (72%), school safety and order (75%), collaboration (81%), teacher self efficacy (81%), most feedback is effective and improves learning (81%), care and commitment (87%). Overall, teachers perceive that their work is valuable and they have high standards for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our overall parent attendance for our evening school events is high such as movie night, art show, open house, and our Spring Fundraiser. We would like to develop our partnership with parents and have them be more involved with the campus as a whole. **Root Cause:** Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families.

Problem Statement 2 (Prioritized): Teacher to administrator trust is an area that needs to be targeted as there is 50% rating of trust towards administration **Root Cause:** There was quick principal turnover and some change initiatives were not clear. Communication needs to be more consistent and there needs to be a clear focus on outcomes, routines, and

procedures.

Priority Problem Statements

Problem Statement 3: Our bilingual students have had greater consistency in their learning due to less teacher turnover.

Root Cause 3: There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support our new teachers as well as retaining them.

Problem Statement 3 Areas: Demographics

Problem Statement 5: Our Fall to Spring MAP growth in Math and Reading for Kinder, 1st and 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quartile.

Root Cause 5: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements.

Problem Statement 5 Areas: Student Learning

Problem Statement 1: We have a master schedule that allows all students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We wait for SNAP meetings (at least quarterly) to study student progress and make Tier changes as needed. We need to be more flexible with our Tier 2 & 3 instruction.

Root Cause 1: We've been waiting on SNAP meetings to make changes instead of being flexible with our tier groups. Our teachers and leaders need more training on how to support the MTSS process.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Our overall parent attendance for our evening school events is high such as movie night, art show, open house, and our Spring Fundraiser. We would like to develop our partnership with parents and have them be more involved with the campus as a whole.

Root Cause 2: Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families.

Problem Statement 2 Areas: Perceptions

Problem Statement 4: Our students come from various backgrounds and require additional support that must be met with targeted interventions.

Root Cause 4: There is a need to provide support for all staff and students so that learning at the highest quality can occur.

Problem Statement 4 Areas: Demographics

Problem Statement 8: Third grade projected STAAR performance on MAP for monolingual students had an average of 60% of students not meeting grade level in either Math or Reading

Root Cause 8: There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

Problem Statement 8 Areas: Student Learning

Problem Statement 7: Student behaviors and outcomes require continuous support both from teachers and administration.

Root Cause 7: There are not systems that have been established around routines, procedures, and expectations in order to maximize behavior and learning outcomes.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 6: Teacher to administrator trust is an area that needs to be targeted as there is 50% rating of trust towards administration

Root Cause 6: There was quick principal turnover and some change initiatives were not clear. Communication needs to be more consistent and there needs to be a clear focus on outcomes, routines, and procedures.

Problem Statement 6 Areas: Perceptions

Guiding Objectives

Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 1: By the end of the 2022-2023 school year, McLaughlin Strickland Elementary will increase the percentage of English Learner students in closing the gaps for early childhood literacy by 6%

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Running records, MAP data, teacher formatives, observations, and coaching.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Focus our PLC time on creating lessons for essential skills in order to create data cycles that will allow for fluid RTI (Response to Intervention) groups based on data.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to create lessons for small groups and reteach that will improve reading outcomes and allow for differentiated learning activities based on student needs.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team and Teachers</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Implement phonics instruction in small groups for PreK through second grade in order to teach reading skills to students and connect to the appropriate texts. Strategy's Expected Result/Impact: Students will be able to transfer their phonetic knowledge to decodable texts and then bridge to grade level texts. Staff Responsible for Monitoring: Classroom teachers and Instructional Coaches - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Instructional Coaches - 211 Title I - \$40,191		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur.
Student Learning
Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder, 1st and 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quartile. Root Cause: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements.
School Processes & Programs
Problem Statement 1: We have a master schedule that allows all students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We wait for SNAP meetings (at least quarterly) to study student progress and make Tier changes as needed. We need to be more flexible with our Tier 2 & 3 instruction. Root Cause: We've been waiting on SNAP meetings to make changes instead of being flexible with our tier groups. Our teachers and leaders need more training on how to support the MTSS process.

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 2: Spring 2023 STAAR results will result in an 80% Approaches and 50% Meets rating for all tested subjects.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR data, MAP, and DCFA/Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: Develop assessments based on essential standards and track the data. Strategy's Expected Result/Impact: All students will increase their performance on STAAR and Masters level for the entire campus will be 50%. Staff Responsible for Monitoring: MTSS (Multi-Tiered System of Support) team and teachers - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Reteach plans, spiral reviews, and small groups will occur in order to meet student needs based on student performance. Strategy's Expected Result/Impact: Students will be able to meet standard on formatives, growth on MAP, and make necessary progress in district level assessments. Staff Responsible for Monitoring: Instructional Leadership Team and Team Leaders - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize planning by ESSER teachers, classroom teachers, and Instructional coaches during PLC to assist struggling students for Math and Reading/Language Arts. Strategy's Expected Result/Impact: Students will grow in their reading and math abilities as a result of small group instruction. Staff Responsible for Monitoring: SNAP team and Instructional Leadership Team - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Instructional coaches - 211 Title I - \$80,382	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Provide Saturday School, extended tutoring, and STAAR camp sessions to ensure that students meet their achievement and growth measures. Strategy's Expected Result/Impact: Students needing support and pushing towards mastery will be able to meet their respective measures. Staff Responsible for Monitoring: Teachers and Instructional Leadership Team - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Materials and Teachers for extended tutorials - 211 Title I - \$8,248	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Demographics
Problem Statement 1: Our bilingual students have had greater consistency in their learning due to less teacher turnover. Root Cause: There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support our new teachers as well as retaining them.
Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur.

Student Learning

Problem Statement 2: Third grade projected STAAR performance on MAP for monolingual students had an average of 60% of students not meeting grade level in either Math or Reading **Root Cause:** There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

School Processes & Programs

Problem Statement 2: Student behaviors and outcomes require continuous support both from teachers and administration. **Root Cause:** There are not systems that have been established around routines, procedures, and expectations in order to maximize behavior and learning outcomes.





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, based on MAP data, Kinder through Second grade will have 80% or more of their students meeting their growth goals with at least 50% of the students meeting grade level expectations.

HB3 Guiding Objective

Evaluation Data Sources: DCFA Data, Common formatives, STAAR, Running Records

Strategy 1 Details	Reviews			
Strategy 1: Analyze essential TEKS and create instructional planning calendars that will support areas of growth via assessment cycles, planning for small groups, and student goal setting. Strategy's Expected Result/Impact: Students will show growth in areas deemed high priority standards. Staff Responsible for Monitoring: Teachers; Instructional Leadership Team - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review data points in order to capture data trends for student performance. Strategy's Expected Result/Impact: Students will be aware of their progress as they may and set their goals for each round of ISIP. Staff Responsible for Monitoring: Teachers; Instructional Leadership Team - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize a part time Title I small group teacher in order to meet the needs of students. Strategy's Expected Result/Impact: Students needing additional support will benefit in additional reading and math towards goal attainment Staff Responsible for Monitoring: RTI (Response to Intervention) coordinator Problem Statements: Demographics 2 Funding Sources: Part Time title Tutor - 211 Title I - \$20,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Create additional days of planning for student interventions by utilizing substitutes to cover for teachers. Strategy's Expected Result/Impact: Additional days of interrupted planning will allow for deeper work in creating and adjusting planning calendars, assessments, and reteach lessons. Staff Responsible for Monitoring: Instructional Leadership Team - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 1 Funding Sources: Substitutes - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Demographics
Problem Statement 1: Our bilingual students have had greater consistency in their learning due to less teacher turnover. Root Cause: There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support our new teachers as well as retaining them.
Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur.
Student Learning
Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder, 1st and 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quartile. Root Cause: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: Walkthroughs will be utilized daily to ensure that school grounds are safe, secure, neat and accessible to 100% of stakeholders





Evaluation Data Sources: Work orders, custodian checklists, and teacher input

Strategy 1 Details	Reviews			
Strategy 1: Utilize a checklist to review our campus facility and submit work orders within 24 hours. Strategy's Expected Result/Impact: McLaughlin Strickland will be accessible and safe for all students. Staff Responsible for Monitoring: Front office staff and custodians	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: 100% of monthly drills will be completed as required by our Safety and Security Department by May 2023.

Evaluation Data Sources: Safety dills, planning for next steps, and parent square communications.

Strategy 1 Details	Reviews			
Strategy 1: Add all required safety drills to the school calendar and include communication to parents. Strategy's Expected Result/Impact: Inform and keep to date with all drills and procedures for staff, students, and community. Staff Responsible for Monitoring: Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: By April 2023, volunteer opportunities as well as parent partnerships will produce a core group of volunteers of at least 12 parents.

Evaluation Data Sources: Track the number of attendees at events via sign in sheets, evaluate recruitment efforts for volunteers, provide various opportunities for volunteers to attend and participate as well as assisting within the school operational day.

Strategy 1 Details	Reviews			
Strategy 1: Create volunteering opportunities specific to classroom needs for our parents. Strategy's Expected Result/Impact: Parent participation will increase where we can create a pool to assist us throughout the year. Staff Responsible for Monitoring: Clerk and Team Leaders - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Our overall parent attendance for our evening school events is high such as movie night, art show, open house, and our Spring Fundraiser. We would like to develop our partnership with parents and have them be more involved with the campus as a whole. Root Cause: Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families.

Guiding Objective 3: Optimize Community Engagement

Goal 2: 100% of parents will have the opportunity to participate and learn about our educational programming and resources via monthly coffee talks with the principal.

Evaluation Data Sources: Flyers for coffee talks, staff and speakers for the sessions, sign in sheets.

Strategy 1 Details	Reviews			
Strategy 1: Receive topics of interest from our parents so we can better support our families. Strategy's Expected Result/Impact: Parents will have needs met and will feel comfortable entering the school and participating. Staff Responsible for Monitoring: Team Leaders - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for additional parent engagement through Curriculum nights, grade level nights, as well as providing resources for attendance including child support as well as materials and strategies that can be used at home. Strategy's Expected Result/Impact: Parents will have opportunities to engage in the curriculum in order to support their children by having resources available to them. Staff Responsible for Monitoring: Principal and Grade Level Teams Problem Statements: Perceptions 1 Funding Sources: Materials for learning - 211 Title I - \$4,619	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

Goal 2 Problem Statements:





Perceptions
Problem Statement 1: Our overall parent attendance for our evening school events is high such as movie night, art show, open house, and our Spring Fundraiser. We would like to develop our partnership with parents and have them be more involved with the campus as a whole. Root Cause: Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By October 2022, utilizing a creation of a system wide behavior support plan, there will be consistency in managing behavior so that classroom engagement is 80% or higher.

Evaluation Data Sources: Walkthroughs, referrals, and common systems committee to create and evaluate the implementation.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Sanford Harmony SEL curriculum to ensure that our students learn appropriate social and emotional skills to be successful. Strategy's Expected Result/Impact: Students will demonstrate appropriate regulation techniques to ensure that they can manage stress. Staff Responsible for Monitoring: Team Leaders and Counselor - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review de-escalation strategies learned in CPI training. Strategy's Expected Result/Impact: Student de-escalation will occur and the use of restraints will be only be used as a last resort. Staff Responsible for Monitoring: PAS (Positive Attitudes for Success) Team and MTSS (Multi-Tiered System of Support) Team - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Reduce ISS rates by 50% from the previous year. Strategy's Expected Result/Impact: In class restoration techniques will keep students in class learning. Staff Responsible for Monitoring: MTSS (Multi-Tiered System of Support) Team	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Implement small groups, led by our school counselor, to support the social and emotional needs of our students. Strategy's Expected Result/Impact: Students will be taught the appropriate behavioral, social, and emotional skills to succeed. Staff Responsible for Monitoring: Counselor and Administration. - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					





Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Student behaviors and outcomes require continuous support both from teachers and administration. Root Cause: There are not systems that have been established around routines, procedures, and expectations in order to maximize behavior and learning outcomes.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By the end of the 2022-2023 school year, student interest in teacher led clubs will grow by 20%.

Evaluation Data Sources: Student growth, interest, as well as teacher input into what they feel like they would want to lead.

Strategy 1 Details	Reviews			
Strategy 1: Utilize title funds to provide enrichment opportunities for students by participating in teacher led clubs. Strategy's Expected Result/Impact: Students and families will feel better connected to the school. Staff Responsible for Monitoring: Team Leaders - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: During professional goal setting conferences with teachers, 100% of teachers will identify professional development opportunities to attend by May 2023 in order to improve their craft.

Evaluation Data Sources: Walkthroughs, professional T-TESS goals and evaluations





Strategy 1 Details		Reviews			
Strategy 1: Discuss areas of interest and growth that will best serve the teacher; utilize Region 10 and other professional development resources. Strategy's Expected Result/Impact: Teachers will improve their practices and improvement will be evident via TTESS Staff Responsible for Monitoring: Principal and Coaches ESF Levers: Lever 3: Positive School Culture Funding Sources: Access to PD materials - 211 Title I - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

Guiding Objective 5: Optimize All Available Resources

Goal 3: Utilizing applicable technology and additional resources teachers will choose programs and materials to purchase by October 2022 in order to track the progress of 100% of students to meet our goal of 80% of students approaching and 50% meeting state standards.

High Priority

Evaluation Data Sources: Data cycles will be able to track student progress in order to ensure that we are meeting our priority standards.

Strategy 1 Details	Reviews			
Strategy 1: Utilize technology applications so that teachers will be able to observe how students are solving and answering questions in order to better progress monitor. Strategy's Expected Result/Impact: Bring awareness to standards that need to be reviewed by identifying student learning gaps. Staff Responsible for Monitoring: Team Leaders - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1 Funding Sources: - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase additional materials that will assist in supplementing for both extension and intervention/support. Including the use of classroom materials, books, student technology resources, and student workbooks, and libraries. Strategy's Expected Result/Impact: With additional items at teacher and student disposal, students will have a varied learning experience which will lead to student growth Staff Responsible for Monitoring: Teachers and Administrative Teams Funding Sources: - 211 Title I - \$19,500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3 Problem Statements:

Demographics
Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur.

Student Learning

Problem Statement 2: Third grade projected STAAR performance on MAP for monolingual students had an average of 60% of students not meeting grade level in either Math or Reading **Root Cause:** There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

School Processes & Programs

Problem Statement 1: We have a master schedule that allows all students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We wait for SNAP meetings (at least quarterly) to study student progress and make Tier changes as needed. We need to be more flexible with our Tier 2 & 3 instruction. **Root Cause:** We've been waiting on SNAP meetings to make changes instead of being flexible with our tier groups. Our teachers and leaders need more training on how to support the MTSS process.

Plan Notes

HB 3 Board Goals (Revised 2022)

Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	26	*	22	*		*			*	25	13
2018 STAAR	44	37	*	34	*		*			*	37	33
2019 STAAR	43	23	29	23	*	*	*			9	23	17
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	23	*	22	*					0	22	7
2022 STAAR	39	26	*	25	*					3	25	10
2023 STAAR	42	29	*	28	*					6	28	13
2024 STAAR	46	32	*	31	*					9	31	16

Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	25	*	23	*		*			*	25	18
2018 STAAR	46	32	*	28	*		*			*	32	*
2019 STAAR	48	20	29	21	*	*	*			18	18	14
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	5	*	4	*					0	4	2
2022 STAAR	33	11	*	11	*					7	10	7
2023 STAAR	41	17	*	17	*					14	15	12
2024 STAAR	48	23	*	24	*					21	21	17

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Miguel Castillo	5th grade Bilingual
Classroom Teacher	Maria Morales	Kinder Bilingual
Administrator	Beth Chamberlin	Assistant Principal
Administrator	Josue Romero	Principal
Classroom Teacher	Jennifer Lupa	2nd Grade
Business Representative	Callie Tang	Business Partner
Classroom Teacher	Karolina Nieradka	4th grade teacher
Classroom Teacher	Megan Segars	Special Education Teacher
Classroom Teacher	Sarah Hayes	1st grade teacher
Classroom Teacher	Daisy McLaurin	Pre K Teacher
Classroom Teacher	Kendall Cox	3rd grade teacher
Parent	Michelle Torres	Parent
Parent	Alice Bryan	Parent
Parent	Michelle Lopez	Parent
Business Representative	Dulce Castaneda	Business Partner

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Coaches		\$40,191.00
1	2	3	Instructional coaches		\$80,382.00
1	2	4	Materials and Teachers for extended tutorials		\$8,248.00
1	3	3	Part Time title Tutor		\$20,000.00
1	3	4	Substitutes		\$10,000.00
3	2	2	Materials for learning		\$4,619.00
5	1	1			\$10,000.00
5	2	1	Access to PD materials		\$5,000.00
5	3	1			\$10,000.00
5	3	2			\$19,500.00
Sub-Total					\$207,940.00
Budgeted Fund Source Amount					\$207,940.00
+/- Difference					\$0.00
Grand Total Budgeted					\$207,940.00
Grand Total Spent					\$207,940.00
+/- Difference					\$0.00