

Carrollton-Farmers Branch Independent School District

McWhorter 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: June 20, 2022

Demographics

Demographics Summary

Kathryn S. McWhorter is a Pre K-5th-grade Title I Campus that is located in North Dallas in the Carrollton Farmers Branch Independent School District. McWhorter Elementary is nestled in an area of Dallas that has both urban and suburban qualities. The campus is predominantly a neighborhood school so most students either walk to school or parents drive them as the only transportation service McWhorter receives is for special education students. McWhorter Elementary receives 95% of its enrollment from fourteen (14) apartment complexes and has not enrolled any students from the upper middle-class homes that border the school. In August of 2021, McWhorter experienced an increase in enrollment of approximately 75 students, causing the campus to open up three new sections in Pre-K, 1st, and 3rd grades. The current enrollment at McWhorter is now over 720 students and counting. The largest increase in student enrollment has been in the Hispanic demographic. This is in part due to families being granted asylum from Venezuela. Due to this increase, the current student demographic has shifted to: 51.57% African American, 38.18% Hispanic, 3.85% White, 1.14% Asian, .28% American Indian, and 4.99% claiming Two or More Races.

Due to the outbreak of CV-19, the campus has seen an increase in the number of students who were absent in the 2021-22 school year. Currently, our attendance for the year is at 90.55%. The trend is down from the previous two years. Student attendance for 2020 was 92.47% and in 2019 it was at a high of 95.60%. This shift in attendance is also reflected in the number of students who were absent at the beginning of the year due to CV-19 and in late January and February of 2022 due to the Omicron virus that hit McWhorter Elementary. The last published mobility rate (2021-22) in OnData Suite for McWhorter shows a mobility rate of 30.05% which is predicted to be above the District and State averages. The Average mobility rate in 2020-21 was State 13.8%, District 14.4%, and McWhorter 22.6%. However, the campus anticipates an increase in the mobility rate during the 2022-23 school year as rent has started to increase in the area due to the housing shortage. McWhorter Elementary is anticipating an increase in the number of students in the 2022-23 school year receiving Free and Reduced lunches as the economy continues this trend in the Dallas/Fort Worth area and nationwide. At present McWhorter serves 85.04% of its students for Free and Reduced Lunch. In addition, McWhorter serves 29.91% Emergent Bilingual students, 20.51% Bilingual students, and 3.56% ESL students. Our Gifted and Talented students comprise 2.56% of the student population, 18% Special Education, and 39.17% of students are identified as At Risk. McWhorter also offers Special Education programs to our youngest Voyotes in Early Childhood Special Education offering sections for three and four-year-old students who have been identified through Child Find.

Kathryn S. McWhorter employs a high-quality, caring, and talented staff of educators and support staff. Knowing that students do best when they see mirrors of themselves and other cultures as being successful, the staff at McWhorter closely aligns with our current demographic. Of the fifty-eight administrative, professional and support staff 26% are African American, 24% are Hispanic, 47% are White, and .03% are Asian.

Demographics Strengths

McWhorter Elementary has a proud, hardworking staff and community. For example:

- McWhorter is a community school that serves the needs of the community.
- On-campus programs are aligned with student needs.

- Parents feel that the school is concerned about the success of their students.
- McWhorter has strong word-of-mouth communication among parents and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected in OnData Suite. **Root Cause:** 1) Due to a rise in enrollment the attendance clerk was the only person available to reach out to parents on attendance. Administration had limited time to adequately pursue attendance. 2) Staffing restraints at the district level caused a lag in court dates to pursue truancy for parents. 3) The tardy rate for students coming in after 7:40 a.m. leads to parents not taking truancy seriously.

Student Learning

Student Learning Summary

At McWhorter, student learning is always challenging as the campus serves students who come to school not quite ready for school or severely below grade level. With the challenges to learning in the 2020-21 school year due to CV-19, the campus CNA committee decided to focus on the 2020-21 STAAR scores for grades 3rd - 5th and Spring MAP Scores for grades K - 5th. The committee analyzed the data from all student groups (Economically Disadvantaged, Emergent Bilingual, Special Education, and At-Risk) to determine where gaps occurred in student learning. Information that was taken into consideration was hard to analyze due to the structure of learning that was put in place during the 2020-21 school year. (Virtual, Traditional, Hybrid) These variations in instruction during the school year made it difficult to compare apples to apples. However, the summary data listed below includes the information that rose to the top as the committee's most significant findings. When formal data was not available, the committee relied on anecdotal evidence and personal experiences of teachers in the classroom.

STAAR - English	Approaches		Meets		Masters	
	2021	2022	2021	2022	2021	2022
3rd Grade Reading	62%	62%	36%	38%	14%	15%
4th Grade Reading	35%	63%	11%	34%	3%	13%
5th Grade Reading	49%	64%	15%	36%	4%	16%
3rd Grade Math	25%	50%	6%	19%	0%	8%
4th Grade Math	30%	40%	13%	12%	6%	2%
5th Grade Math	41%	49%	18%	19%	5%	7%
5th Grade Science	8%	20%	0%	2%	0%	2%
STAAR - Spanish	Approaches		Meets		Masters	
	2021	2022	2021	2022	2021	2022
3rd Grade Reading	50%	67%	30%	29%	20%	5%
4th Grade Reading	53%	36%	32%	14%	11%	14%
5th Grade Reading	75%	56%	39%	45%	21%	14%

MAP Spring 2022	Approaches	Meets	Masters
	2022	2022	2022
2nd Grade Reading	33%	12%	3%
3rd Grade Reading	30%	9%	11%
3rd Grade Reading - Spanish	35%	13%	13%
4th Grade Reading	36%	13%	0%
4th Grade Reading - Spanish	29%	14%	5%
5th Grade Reading	23%	12%	6%
5th Grade Reading - Spanish	33%	13%	20%

MAP Spring 2022	Approaches 2022	Meets 2022	Masters 2022
2nd Grade Math	30%	8%	1%
3rd Grade Math	19%	16%	3%
4th Grade Math	33%	7%	0%
5th Grade Math	26%	12%	6%
5th Grade Science	23%	4%	1%

Board Goal Alignment	Reading		Math		Summarized	
Grade 3	English	Spanish	English	Spanish	English	Spanish
Number of Students	69	21	78	12	90	0
Percent Meets	38%	29%	19%	17%	27%	0%
Number of Econ. Disadvantaged	60	15	68	7	75	0
Percent Meets	38%	29%	19%	17%	27%	0%
Number of African American	44	n/a	44	n/a	44	n/a
Percent Meets	32%	n/a	11%	n/a	22%	n/a
Number of Special Education	11	3	14	n/a	14	n/a
Percent Meets	9%	0%	0%	n/a	4%	n/a

In 3rd Grade, 18% of STAAR tests are taken in Spanish

Board Goal Alignment	Reading		Math		Summarized	
Grade 4	English	Spanish	English	Spanish	English	Spanish
Number of Students	64	14	68	10	78	0
Percent Meets	34%	14%	12%	0%	21%	0%
Number of Econ. Disadvantaged	58	11	61	8	69	0
Percent Meets	35%	9%	13%	0%	21%	0%
Number of African American	47	n/a	47	n/a	47	n/a
Percent Meets	38%	n/a	11%	n/a	25%	n/a
Number of Special Education	7	3	10	n/a	10	n/a
Percent Meets	0%	0%	0%	n/a	0%	n/a

In 4th Grade, 7% of STAAR tests are taken in Spanish

Board Goal Alignment	Reading		Math		Science		Summarized	
	English	Spanish	English	Spanish	English	Spanish	English	Spanish
Grade 5								
Number of Students	56	29	69	16	69	16	85	0
Percent Meets	36%	45%	19%	0%	2%	0%	18%	0%
Number of Econ. Disadvantaged	48	19	60	7	60	7	67	0
Percent Meets	38%	42%	20%	0%	0%	n/a	19%	0%
Number of African American	48	n/a	48	n/a	48	n/a	48	n/a
Percent Meets	38%	n/a	21%	n/a	1%	n/a	20%	n/a
Number of Special Education	13	3	16	n/a	16	n/a	16	n/a
Percent Meets	8%	33%	0%	n/a	0%	n/a	4%	n/a

In 5th Grade, 4% of STAAR tests are taken in Spanish

Reading:

Preliminary STAAR scores for the 2022 school year were significantly higher in reading in English in 4th - 5th grade especially in the Meets and Masters categories. In previous years Reading in Spanish has been one of McWhorter's strongest subpopulations. However, this year our bilingual students in 4th and 5th grade showed a significant drop in reading in the approaches category which impacted students in the Meets and Masters category. It was also noticed that student achievement in Meets and Masters categories on the Spring MAP Proficiency categories in 3rd - 5th grade did not align with student performance on STAAR.

When analyzing the subpopulations that are part of the focus for McWhorter Board Goals, it is important to note that at all grade levels except 3rd grade, African American students performed at the same Meets level as Economically Disadvantaged students. In 3rd grade, African American students performed 6% points below in reading and 7% points below in math. This should be an area where deeper analysis is needed.

Math:

The STAAR scores for math in 3rd grade showed significant gains especially in the Approaches Grade Level category by 25% and in the Meets category by 13%. Grades 4th - 5th did not trend above 50% in the Approaches category. In the Meets category, no grade level scored above 20%. However 3rd-grade students showed a 13% gain in Meets from the 2021 STAAR assessment. It should be noted that the alignment to the Spring MAP showed the trends represented students' projected proficiency and not their areas of growth.

The most significant finding(s) during the analysis of math academic achievement data is that 3rd-grade students made significant gains in math over the previous year.

Science:

In 2021, McWhorter had the lowest score in the District for Students who passed STAAR Science with an 8% passing rate for students in 5th grade. The Spring MAP Projected Proficiency score showed a score of 23.3% which shows a 15.3% increase in student performance. However, this score is still well below the benchmark for students passing. The Spring MAP was closely aligned with 5th-grade student's performance on the STAAR science assessment.

The most significant finding(s) during an analysis of science academic achievement data is that 5th-grade scores increased by 12% and 2% in the Meets and Masters category.

Student Learning Strengths

Students at McWhorter Elementary have learned to set goals for themselves and work at achieving them.

- Through goal setting, students are able to show growth in their MAP scores.
- Students achieve their goals when given targeted instruction that focuses on the specific needs of students.
- Students at McWhorter want to learn.
- Students do significantly better when placed in small groups that are fluid.
- Focusing on high-impact Essential Standards significantly improved student performance on STAAR assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On the 2022 STAAR Reading Assessment, monolingual students outperformed their bilingual counterparts in Reading in 4th and 5th grade, as bilingual students showed an 18% decline from the 2021 STAAR Assessment in the Meets Grade Level category. **Root Cause:** Teacher training and experience in teaching ELAR content was inconsistent.

Problem Statement 2 (Prioritized): Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. (Data: 3rd Grade Reading 9% EN/ 0% SP, Mathematics 0%; 4th Grade Reading and Mathematics 0%; 5th Grade Reading 8% EN/ 33% SP, 0% Mathematics). **Root Cause:** Insufficient understanding in the rigor of content area subjects. Students receiving fundamental minutes were pulled out during small instructional time.

Problem Statement 3 (Prioritized): Longitudinal STAAR Data in grades 3-5 Mathematics show scores significantly lower than the District Scores and Board Goals for McWhorter at Meets Grade Level passing standards for All students. **Root Cause:** Due to CV-19, students returned to school lacking key content knowledge and skills from the prior year.

Problem Statement 4 (Prioritized): There are not clear and effective procedures for administering RtI instruction. **Root Cause:** There is no clear standard for administering effective RtI instruction.

Problem Statement 5 (Prioritized): Longitudinal STAAR Data in 5th grade Science show scores significantly lower than the District Scores (greater than 20% point difference) for 2 consecutive years at the Approaches Grade Level passing standards for All Students. **Root Cause:** Students returned to school with insufficient understanding of academic vocabulary in science.

Problem Statement 6: Staff need additional training in order to unpack essential standards in Tier 1 instruction. **Root Cause:** The staff doesn't understand which standards are power standards and which ones are not.

Problem Statement 7: African American students in 3rd grade scored 6 % lower than Economically Disadvantaged students in the Meets Grade Level category on the STAAR Reading Assessment. **Root Cause:** Teacher experience and training in different subject areas were limited at the start of the school year.

School Processes & Programs

School Processes & Programs Summary

At the end of the school year and in the summer of 2021, staff members were asked to reflect on the 2020-21 school year. After analyzing the data from the 2020-21 STAAR results, a select group of teachers (General and Special Education teachers) was asked to attend two summer professional development sessions that focused on Professional Learning Communities (PLC) and Data Driven Instruction (DDI). After the professional development was completed, the staff members who attended the PLC and DDI training reconvened during the month of July to discuss the information from the training and to develop a viable plan for the 2021-22 school year.

During this planning time, it was decided that based on the culture of the campus, the structure of PLCs was more in line with the vision and mission of McWhorter. There were certain components of DDI that would be utilized, but the structure of our embedded professional development would align with the model used for PLCs.

For the 2021-22 school year the campus would focus on the Essential Standards students would need to make a substantial impact on student achievement. The staff members came to a consensus on the use of the PLC's structure to obtain this goal. During the discussions, it was noted several organizational pieces were not in place to make the PLC structure work effectively. Some of the concerns raised were:

- The Master Schedule did not permit time to intervene with students who were performing below grade level.
- It was confusing for teachers to access the online materials necessary to be successful. (Calendars, schedules, PLC/DDI information, SNAP Matrix, etc.)
- Time was not embedded during the day to meet and analyze student data.
- The team lacked a deep understanding of how to unpack standards.
- Instructional time during the day to pull small groups for students was insufficient.

These concerns were addressed at length as this teacher coalition worked through some of the barriers identified in the discussions. There were solutions put in place for the 2021-22 school year with the consensus that adjustments might be made dependent on staff and students. Solutions were:

- A Coyote Landing Page was created to house all resources and information in one central location.
- A Master Schedule was developed that centered around students receiving special education services, and embedded time within the instructional day for intervention and PLCs.
- The teacher coalition agreed that we need to rename the time we normally called PLCs to Collaborative Team Time (CTT) as we were starting to view ourselves as a Professional Learning Community.
- The structure of CTT was developed using strong components of both the PLC and DDI structures. (Ex. Time Stamps, Setting the Agenda before leaving every meeting, including celebrations, and putting in writing on the agenda all informal assessments, materials, and resources needed for the next CTT)
- Placement of dates on the calendar for the first 60 days of school.

The process developed became a starting point for the teachers to begin the school year. After sixty days the teacher coalition, McWhorter's Chief, and the Content Directors in reading and math reconvened again to discuss how the process was going and if any adjustments needed to be made. During the meeting, several documents were developed to add written structures for McWhorter's Collaborative Team Time (CTT). These adjustments were to become non-negotiables in our journey to becoming a Professional Learning Community.

- The CTT Cycle of Performance (This document outlined the activities and steps that needed to happen before attending the CTT..)
- The Unpacking Standards Checklist (Sequential steps to unpacking standards)
- The Know/Show Template was adjusted for use when unpacking standards.

School Processes & Programs Strengths

McWhorter Elementary has identified the following strengths:

- Strong Collaborative Team Time (CTT) Culture
- CTTs are run collaboratively with teachers taking the lead and administration and coaches participating as equal partners.
- Due to the strong CTT culture, students have shown strong progress and achievement.
- Teachers have attended the PLC and MTTs training to better understand how to apply the training to strengthen our CTT sessions and Response to Intervention (RtI).
- 90% of teachers actively participated in CTTs working along with content coaches.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The "Great Resignation" has been problematic for McWhorter as 46% of the Professional Staff will not be returning for the 2022-23 school year. **Root Cause:** Many staff members sought other opportunities in and outside of the district. Staff members need to be on the same page. Getting back to processes and programs that made us successful pre-CV-19. Administration had reduced visibility due to the demands of administrative workload.

Problem Statement 2 (Prioritized): Teachers are unsure of how to adequately meet the needs of their students through the RtI process. **Root Cause:** The process for maintaining records in the Eduphoria Aware program is cumbersome and time-consuming to complete. There was a lack of teacher training on the true RtI process and how it works. Running Records training was not in depth enough for new teachers & ESSER interventionists. Unavailability of Bilingual teachers to adequately support growing Emergent Bilingual student population.

Problem Statement 3: PreK teachers were not included in the CTT cycle. **Root Cause:** Time was not provided in the master schedule. Teachers remaining in the classroom during rest time limited their opportunity to meet. Teacher planning time was inconsistent and rarely occurred at the same time for ECSE 3 due to the high number of ARD meetings.

Perceptions

Perceptions Summary

One of the core beliefs at McWhorter Elementary is that students learn best in an environment where differences are valued and mistakes are seen as opportunities to learn and grow. New teachers and families come into the school with all types of previous school experiences. Because of this constant growth, the staff has to work hard to maintain a culture of high expectations for student learning. McWhorter Elementary wants to narrow the performance gap among all student groups, particularly Economically disadvantaged and Special Education students. With this in mind, the message that the entire staff is asked to constantly convey to students, parents, and community members is, "We have ownership for students - ALL students. We take them where they are, and we move them as quickly and as far as we can. When students walk in the door, they belong to us."

Students are taught that they are valued and that their circumstances do not dictate their future. They are taught that mistakes are part of the learning process and provide students with the opportunity to fix the mistake and learn from them. Goal setting has become an integral part of student success. Students are now accountable for their own learning by setting goals every nine weeks and have become actively involved in tracking their progress and creating their own success.

McWhorter Elementary is aware of the trauma that our students experience in their lives and have taken steps to support students and their families. The administrative team, counselor, Positive Behavior Facilitator (PBF), and Behavior Resource Specialist (BRS) known as the Behavior Administrative Team (BAT) work collaboratively to ensure student behavior is handled with the understanding that students coming from trauma need added social and emotional support to be successful. Through these positive interactions with students and parents, McWhorter's students are given the tools to self-regulate and parents are given support in handling behaviors that are not typical of school-aged children. The BAT team meets quarterly to disaggregate the data from discipline reports and develop steps to curb undesirable behaviors with students who exhibit repeated behaviors. In the 2021-22 school year the number of in-school suspensions has decreased to only nine (9) due to the proactive approach to discipline and training in restorative practices. The perception among staff members, however, did not mirror the resources that were available to support teachers and students.

McWhorter Elementary also places a priority on creating a family and community-friendly school environment. The staff is proud of the partnerships with the churches and businesses within the community. Through these partnerships, McWhorter has been able to supply each student at the beginning of the school year with the supplies needed for the start of the first semester of the school year, feed over 400+ families at Thanksgiving, supply rental and utility assistance for families in need, as well as clothing and food over the holiday breaks and summer.

Communication plays a key role in engaging parents and the community. McWhorter Elementary extends communication to parents by utilizing Parent Square, an online platform that uses electronic media to make parents aware of all activities going on within the school in both English and Spanish. Every Sunday parents receive vital information about the upcoming school and district events along with information on enrollment dates and school forms and district deadlines for transfers. Parent Square is also the main communication tool for teachers to communicate with parents about all of the wonderful and exciting things going on during the instructional day.

McWhorter Elementary is known for the family events it provides for family engagement. From the beginning of the school year's "Back to School Bash" to the spring "Perot Science Museum STEAM Night", parents are encouraged to attend these events to participate in their child's educational experiences. Throughout the year parents are provided multiple opportunities to meet with teachers to discuss their child's progress and to learn how to support their child at home academically.

Perceptions Strengths

McWhorter Elementary celebrates these strengths:

- A strong family culture that includes students, parents, and staff.

With students surveyed in grades 3rd - 5th, 84% of students felt teachers were respectful and encouraged them to do their best. 86% of students said the teachers' delivery of

instruction was clear and concise and that teachers taught the material in the way they learned best. 91% of students felt they learned a lot this school year.

- Family events are geared towards the needs of students and their families.
- McWhorter Elementary meets the needs of all students by providing families with the necessary resources for the whole family to be successful.
- Teachers are supported through the Behavior Administrative Team when problematic situations arise with students in the learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the Upbeat Survey given to staff, 66% of staff members who took the survey did not feel that, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." Of the staff who took the survey 72% if the staff did not feel that, "Disciplinary practices are applied fairly to all students at my school." **Root Cause:** New staff members were not properly trained in the expectations, processes and protocols for behavior before the beginning of the school year (ABC data). The severity of the trauma students and parents experienced was underestimated by Administration and staff. Staff members were not specifically trained on restorative practices. Restorative practice did not work for some students.

Problem Statement 2 (Prioritized): Students in grades 3rd - 5th scored below last year's average dropping from 70% to 66% when it comes to being engaged in class. Students also felt that other student's behavior impeded their learning which was at 45% a drop of four points from last year's survey. **Root Cause:** In some classes teachers struggled with introducing students to on grade level content and keeping below grade level content rigorous to move students toward grade level. Not all teachers believed that students who were below grade level could meet the demands of on grade level curriculum. Inconsistency of intervention practices across grade levels.

Problem Statement 3: Parents will attend events at school tied to their child's performance or to an event that is not tied to academics. Parent Conferences and academic events are still not as well attended as those that are non-academic. **Root Cause:** Parents did not partner with teachers to assist their children academically. Parents were not as vested in student achievement as teachers and the campus did not hold parents accountable for their child's learning. Due to the increased enrollment numbers Administration did not have the ability to proactively meet with parents to discuss their child's academic progress.

Priority Problem Statements

Problem Statement 1: Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected in OnData Suite.

Root Cause 1: 1) Due to a rise in enrollment the attendance clerk was the only person available to reach out to parents on attendance. Administration had limited time to adequately pursue attendance. 2) Staffing restraints at the district level caused a lag in court dates to pursue truancy for parents. 3) The tardy rate for students coming in after 7:40 a.m. leads to parents not taking truancy seriously.

Problem Statement 1 Areas: Demographics

Problem Statement 3: On the 2022 STAAR Reading Assessment, monolingual students outperformed their bilingual counterparts in Reading in 4th and 5th grade, as bilingual students showed an 18% decline from the 2021 STAAR Assessment in the Meets Grade Level category.

Root Cause 3: Teacher training and experience in teaching ELAR content was inconsistent.

Problem Statement 3 Areas: Student Learning

Problem Statement 7: The "Great Resignation" has been problematic for McWhorter as 46% of the Professional Staff will not be returning for the 2022-23 school year.

Root Cause 7: Many staff members sought other opportunities in and outside of the district. Staff members need to be on the same page. Getting back to processes and programs that made us successful pre-CV-19. Administration had reduced visibility due to the demands of administrative workload.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 9: Based on the Upbeat Survey given to staff, 66% of staff members who took the survey did not feel that, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." Of the staff who took the survey 72% if the staff did not feel that, "Disciplinary practices are applied fairly to all students at my school."

Root Cause 9: New staff members were not properly trained in the expectations, processes and protocols for behavior before the beginning of the school year (ABC data). The severity of the trauma students and parents experienced was underestimated by Administration and staff. Staff members were not specifically trained on restorative practices. Restorative practice did not work for some students.

Problem Statement 9 Areas: Perceptions

Problem Statement 6: Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. (Data: 3rd Grade Reading 9% EN/ 0% SP, Mathematics 0%; 4th Grade Reading and Mathematics 0%; 5th Grade Reading 8% EN/ 33% SP, 0% Mathematics).

Root Cause 6: Insufficient understanding in the rigor of content area subjects. Students receiving fundamental minutes were pulled out during small instructional time.

Problem Statement 6 Areas: Student Learning

Problem Statement 8: Teachers are unsure of how to adequately meet the needs of their students through the RtI process.

Root Cause 8: The process for maintaining records in the Eduphoria Aware program is cumbersome and time-consuming to complete. There was a lack of teacher training on the true RtI process and how it works. Running Records training was not in depth enough for new teachers & ESSER interventionists. Unavailability of Bilingual teachers to adequately support growing Emergent Bilingual student population.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 10: Students in grades 3rd - 5th scored below last year's average dropping from 70% to 66% when it comes to being engaged in class. Students also felt that other student's behavior impeded their learning which was at 45% a drop of four points from last year's survey.

Root Cause 10: In some classes teachers struggled with introducing students to on grade level content and keeping below grade level content rigorous to move students toward grade level. Not all teachers believed that students who were below grade level could meet the demands of on grade level curriculum. Inconsistency of intervention practices across grade levels.

Problem Statement 10 Areas: Perceptions

Problem Statement 4: Longitudinal STAAR Data in grades 3-5 Mathematics show scores significantly lower than the District Scores and Board Goals for McWhorter at Meets Grade Level passing standards for All students.

Root Cause 4: Due to CV-19, students returned to school lacking key content knowledge and skills from the prior year.

Problem Statement 4 Areas: Student Learning

Problem Statement 2: There are not clear and effective procedures for administering RtI instruction.

Root Cause 2: There is no clear standard for administering effective RtI instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Longitudinal STAAR Data in 5th grade Science show scores significantly lower than the District Scores (greater than 20% point difference) for 2 consecutive years at the Approaches Grade Level passing standards for All Students.

Root Cause 5: Students returned to school with insufficient understanding of academic vocabulary in science.

Problem Statement 5 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Guiding Objectives

Revised/Approved: August 4, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning





Goal 1: By May 2023, 3rd grade students at McWhorter will meet the HB3 Board Goals in Reading at 41% Meets Grade Level category for All Students (an increase of 3% points from 2022 STAAR performance).

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize small group instruction and CTT to plan for small groups and intervention. Strategy's Expected Result/Impact: Improved reading performance scores Staff Responsible for Monitoring: Principal & AP - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 1, 2, 3 Funding Sources: Small Group Teachers - 211 Title I - \$25,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor student reading progress every other week Strategy's Expected Result/Impact: Improve student reading performance scores Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize Small group interventionist to support Emerging Bilinguals in reading. Strategy's Expected Result/Impact: Increase in student growth by the end of the school year. Staff Responsible for Monitoring: Principal, AP Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Small Group Interventionist - 211 Title I - \$35,528	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Utilize Content Coaches to support teachers in planning and instruction. Strategy's Expected Result/Impact: Increase student growth by the end of the year. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Coaches in ELAR, Math, Science - 211 Title I - \$135,408	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize high quality books for students that focus on student interest in science and social studies. Strategy's Expected Result/Impact: Increase student's reading performance in science and social studies in English and Spanish. Staff Responsible for Monitoring: Principal & Asst. Principal Title I: 2.4, 2.6 Funding Sources: High quality books in Science and Social Studies - 211 Title I - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

Student Learning

Problem Statement 1: On the 2022 STAAR Reading Assessment, monolingual students outperformed their bilingual counterparts in Reading in 4th and 5th grade, as bilingual students showed an 18% decline from the 2021 STAAR Assessment in the Meets Grade Level category. **Root Cause:** Teacher training and experience in teaching ELAR content was inconsistent.

Problem Statement 2: Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. (Data: 3rd Grade Reading 9% EN/ 0% SP, Mathematics 0%; 4th Grade Reading and Mathematics 0%; 5th Grade Reading 8% EN/ 33% SP, 0% Mathematics). **Root Cause:** Insufficient understanding in the rigor of content area subjects. Students receiving fundamental minutes were pulled out during small instructional time.

Problem Statement 3: Longitudinal STAAR Data in grades 3-5 Mathematics show scores significantly lower than the District Scores and Board Goals for McWhorter at Meets Grade Level passing standards for All students. **Root Cause:** Due to CV-19, students returned to school lacking key content knowledge and skills from the prior year.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2023, 3rd grade students at McWhorter will surpass the HB3 Board Goals in Mathematics at 21% Meets Grade Level category for All Students (an increase of 3% points from 2022 STAAR performance).

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize small group instruction and CTTs to plan for small groups and interventions. And provide math materials and resources to support students. Strategy's Expected Result/Impact: Improve student math performance scores Staff Responsible for Monitoring: Principal & Assistant Principal - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3 Funding Sources: Math Materials and Resources - 211 Title I - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monitor student progress every other week Strategy's Expected Result/Impact: Improve student math performance scores Staff Responsible for Monitoring: Principal and Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize Content Coaches in ELAR, Math and Science to assist teachers and small group interventionist in understanding how to unpack essential standards to apply them to instruction to move student growth. Strategy's Expected Result/Impact: Student achievement will increase	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 2</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2 Problem Statements:





Student Learning
<p>Problem Statement 1: On the 2022 STAAR Reading Assessment, monolingual students outperformed their bilingual counterparts in Reading in 4th and 5th grade, as bilingual students showed an 18% decline from the 2021 STAAR Assessment in the Meets Grade Level category. Root Cause: Teacher training and experience in teaching ELAR content was inconsistent.</p> <p>Problem Statement 2: Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. (Data: 3rd Grade Reading 9% EN/ 0% SP, Mathematics 0%; 4th Grade Reading and Mathematics 0%; 5th Grade Reading 8% EN/ 33% SP, 0% Mathematics). Root Cause: Insufficient understanding in the rigor of content area subjects. Students receiving fundamental minutes were pulled out during small instructional time.</p> <p>Problem Statement 3: Longitudinal STAAR Data in grades 3-5 Mathematics show scores significantly lower than the District Scores and Board Goals for McWhorter at Meets Grade Level passing standards for All students. Root Cause: Due to CV-19, students returned to school lacking key content knowledge and skills from the prior year.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2023, 5th grade students at McWhorter will increase Approaches Grade Level performance on STAAR Science by 5%.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Train Kindergarten through 5th Grade teachers in StemScopes by using hands on materials and resources. Strategy's Expected Result/Impact: Improve student science performance scores Staff Responsible for Monitoring: Principal & Assistant Principal Problem Statements: Student Learning 5 Funding Sources: Science Materials and Resources - 211 Title I - \$4,604	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Introduce science academic vocabulary at all grade levels through word walls, reading non-fiction text about science from the reading curriculum, and writing about experiments using the academic vocabulary. Strategy's Expected Result/Impact: Improved student science performance scores Staff Responsible for Monitoring: Principal & Assistant Principal - Targeted Support Strategy Problem Statements: Student Learning 5	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3 Problem Statements:





Student Learning
Problem Statement 5: Longitudinal STAAR Data in 5th grade Science show scores significantly lower than the District Scores (greater than 20% point difference) for 2 consecutive years at the Approaches Grade Level passing standards for All Students. Root Cause: Students returned to school with insufficient understanding of academic vocabulary in science.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2023, students served by special education will increase student performance across all tested subjects and grades by 3%.

High Priority

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Evaluate all special education student minutes to identify areas where learning lab and inclusion minutes can be increased to keep students in Tier 1 instruction longer with supports. Strategy's Expected Result/Impact: Improve special education performance scores Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training for special education teachers and paraprofessionals regarding small group instruction Strategy's Expected Result/Impact: Improve special education performance scores Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4 Problem Statements:

Student Learning
Problem Statement 2: Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. (Data: 3rd Grade Reading 9% EN/ 0% SP, Mathematics 0%; 4th Grade Reading and Mathematics 0%; 5th Grade Reading 8% EN/ 33% SP, 0% Mathematics). Root Cause: Insufficient understanding in the rigor of content area subjects. Students receiving fundamental minutes were pulled out during small instructional time.

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

Goal 1: McWhorter will be 100% compliant in all safety and security drills for the 2022-23 school year.

Evaluation Data Sources: Checklist for district-required drills

Strategy 1 Details	Reviews			
Strategy 1: Develop a schedule for all safety drills within the first 30 days of school Strategy's Expected Result/Impact: 100% compliance in all safety drills Staff Responsible for Monitoring: Principal and Assistant Principal	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 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: By September 15, 2022, McWhorter will readdress the Safety and Security command positions of the Incident Command Team.

High Priority

Evaluation Data Sources: Incident Command Team documentation

Strategy 1 Details	Reviews			
Strategy 1: Strategically analyze available staff strengths in the positions needed Strategy's Expected Result/Impact: Creation of the Incident Command Team Staff Responsible for Monitoring: Principal and Assistant Principal	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 3: Optimize Community Engagement

Goal 1: In the 2022-23 school year McWhorter will increase active PTA membership from 55 to 75 members.

Evaluation Data Sources: PTA membership numbers

Strategy 1 Details	Reviews			
Strategy 1: During Back to School Bash, set up for parents to immediately sign up for PTA. Strategy's Expected Result/Impact: Increased PTA enrollment for parents Staff Responsible for Monitoring: Attendance Clerk	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 3: Optimize Community Engagement

Goal 2: By March 9, 2023, 90% of all 3rd - 5th grade parents will have a formal meeting with teachers and campus administrators for any 3rd - 5th grade student projected to perform below grade level on the Reading and Mathematics STAAR assessment. The child's academic progress and action steps based on student strengths and areas of growth will be discussed.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Grades, MAP data, anecdotal notes from teachers

Strategy 1 Details	Reviews			
Strategy 1: Analyze all student data to identify students who are performing below grade level in 3-5 Grades Strategy's Expected Result/Impact: Improve student academic progress Staff Responsible for Monitoring: Principal & Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Identify 2nd Grade students who are performing below grade level Strategy's Expected Result/Impact: Improve student academic progress and provide early intervention Staff Responsible for Monitoring: Principal & Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Identify data points and provide information to parents to share gaps in their student's learning Strategy's Expected Result/Impact: Improve student performance Staff Responsible for Monitoring: Principal, Assistant Principal	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 3: Optimize Community Engagement

Goal 3: By April 2023, 40% of the parents will participate in all parent involvement activities that focus on instruction in content area subjects.

High Priority

HB3 Guiding Objective





Evaluation Data Sources: Sign In Sheets and Surveys

Strategy 1 Details	Reviews			
Strategy 1: Integrate hands on science by involving parents in a Science and STEAM night that incorporates TEKS base science activities. Strategy's Expected Result/Impact: Improve student science performance scores Staff Responsible for Monitoring: Principal & Asst. Principal Title I: 2.4, 2.6, 4.2 Funding Sources: Science Materials & Resources - 211 Title I - \$3,500	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Goal 1: By May of 2022-23 school year student perceptions of the overall social and learning climate of the classroom will increase by 4% points.

Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Improve classroom relationships through engagement platforms (e.g. Morning Meetings) Strategy's Expected Result/Impact: Improve social and learning climate of the classroom through Morning Meetings Staff Responsible for Monitoring: Principal, SEL Facilitator - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement onboarding training for new hires to ensure expectations are introduced throughout the campus Strategy's Expected Result/Impact: Improve social and learning climate of the classroom Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: The "Great Resignation" has been problematic for McWhorter as 46% of the Professional Staff will not be returning for the 2022-23 school year. Root Cause: Many staff members sought other opportunities in and outside of the district. Staff members need to be on the same page. Getting back to processes and programs that made us successful pre-CV-19. Administration had reduced visibility due to the demands of administrative workload.





Perceptions

Problem Statement 1: Based on the Upbeat Survey given to staff, 66% of staff members who took the survey did not feel that, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." Of the staff who took the survey 72% if the staff did not feel that, "Disciplinary practices are applied fairly to all students at my school." **Root Cause:** New staff members were not properly trained in the expectations, processes and protocols for behavior before the beginning of the school year (ABC data). The severity of the trauma students and parents experienced was underestimated by Administration and staff. Staff members were not specifically trained on restorative practices. Restorative practice did not work for some students.

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

Goal 2: By the end of the 2022 -23 school year, student attendance will increase from 90.6% to 94.0%.

Evaluation Data Sources: Student attendance documentation

Strategy 1 Details	Reviews			
Strategy 1: Create and develop school activities that promote student engagement (e.g. positive reinforcement, house points) Strategy's Expected Result/Impact: Improve student attendance Staff Responsible for Monitoring: Principal, Assistant Principal, and Counselor - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Include new counselor on the Attendance Team and schedule a time with the Attendance Team once a week to address attendance concerns Strategy's Expected Result/Impact: Improve student attendance Staff Responsible for Monitoring: Principal and Assistant Principal Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:





Demographics
Problem Statement 1: Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected in OnData Suite. Root Cause: 1) Due to a rise in enrollment the attendance clerk was the only person available to reach out to parents on attendance. Administration had limited time to adequately pursue attendance. 2) Staffing restraints at the district level caused a lag in court dates to pursue truancy for parents. 3) The tardy rate for students coming in after 7:40 a.m. leads to parents not taking truancy seriously.

Guiding Objective 5: Optimize All Available Resources

Goal 1: In the 2022-23 school year professional staff turnover will be reduced from 46% to 20%.

High Priority

Evaluation Data Sources: Onboarding documentation from Summer PD, Beginning of the year training documentation, TTESS evaluations

Strategy 1 Details	Reviews			
Strategy 1: Provide Onboarding for new teachers to the campus (two-day onboarding session) that introduces staff to student engagement and instruction Strategy's Expected Result/Impact: Improved retention rates Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Regularly scheduled new hire meetings to support student engagement and instruction Strategy's Expected Result/Impact: Improve teacher retention Staff Responsible for Monitoring: Principal and Assistant Principal Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide new teachers with campus-level mentors to provide support and guidance, as well as indoctrinate them to the McWhorter culture Strategy's Expected Result/Impact: Improve teacher retention Staff Responsible for Monitoring: Principal and Assistant Principal Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The "Great Resignation" has been problematic for McWhorter as 46% of the Professional Staff will not be returning for the 2022-23 school year. **Root Cause:** Many staff members sought other opportunities in and outside of the district. Staff members need to be on the same page. Getting back to processes and programs that made us successful pre-CV-19. Administration had reduced visibility due to the demands of administrative workload.

Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	1	Utilize small group instruction and CTT to plan for small groups and intervention.
1	1	3	Utilize Small group interventionist to support Emerging Bilinguals in reading.
1	3	2	Introduce science academic vocabulary at all grade levels through word walls, reading non-fiction text about science from the reading curriculum, and writing about experiments using the academic vocabulary.
4	1	1	Improve classroom relationships through engagement platforms (e.g. Morning Meetings)

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	22	22	*	*		*		*	*	24	*
2018 STAAR	44	21	*	29	*		*		*	*	23	*
2019 STAAR	43	23	16	38	*					7	24	41
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	35	38	35						10	35	31
2022 STAAR	39	38	41	38						13	38	34
2023 STAAR	42	41	44	41						16	41	37
2024 STAAR	46	44	47	44						19	44	40

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	27	*	*	*		*		*	*	28	*
2018 STAAR	46	16	*	*	*		*		*	*	17	*
2019 STAAR	48	20	21	22	*					0	21	23
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	6	3	9						10	6	13
2022 STAAR	34	12	10	14						13	12	17
2023 STAAR	42	18	17	20						16	18	22
2024 STAAR	51	23	24	25						19	24	26

Campus Improvement Committee

Committee Role	Name	Position
District-level Professional	Alexandra Klarer	Positive Behavior Facilitator
Community Representative	Kathryn S. McWhorter	Community Partner
Business Representative	John Hardimon	Business Partner
Non-classroom Professional	Sarah Busby	Instructional Facilitator
Classroom Teacher	Sophia Casamayor	1st Grade - Bilingual
Classroom Teacher	Madison Ryan	Special Education Teacher
Classroom Teacher	Azurell Jones	2nd Grade Teacher
Classroom Teacher	Lauren Lintelman	5th Grade Teacher Bilingual
Classroom Teacher	Stephen McAdams	Specials Teacher P.E.
Classroom Teacher	Karen McRory	Pre K Teacher
Administrator	Jessica Knox	Assistant Principal
Classroom Teacher	Mildred Cajigas	Kindergarten Bilingual Teacher
Administrator	Eddie Reed	Principal
Classroom Teacher	Ester Ko	4th Grade Teacher
Parent	Charity Ojei	Parent
Classroom Teacher	Sarah Wilson	3rd Grade Teacher
Community Representative	Morgan Edwards Shaw	Community Partner
Parent	Michelle Watts-Paul	Parent
Parent	Daniella Sandoval	Parent

Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Small Group Teachers		\$25,000.00
1	1	3	Small Group Interventionist		\$35,528.00
1	1	4	Coaches in ELAR, Math, Science		\$135,408.00
1	1	5	High quality books in Science and Social Studies		\$10,000.00
1	2	1	Math Materials and Resources		\$5,000.00
1	3	1	Science Materials and Resources		\$4,604.00
3	3	1	Science Materials & Resources		\$3,500.00
Sub-Total					\$219,040.00
Budgeted Fund Source Amount					\$219,040.00
+/- Difference					\$0.00
Grand Total Budgeted					\$219,040.00
Grand Total Spent					\$219,040.00
+/- Difference					\$0.00