

Carrollton-Farmers Branch Independent School District

McLaughlin Strickland Elementary

2023-2024 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: July 14, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Due to turnover being higher in our monolingual sections, we are pivoting our schedules for 3rd-5th grade teachers so that all students can have the opportunity to experienced teachers. We will ensure that this will happen by mixing our students during their instructional blocks that are not dependent on a language of instruction. In order to better support our teacher's instructional practices, we will also explore components of AVID on a small scale before exploring if it is the best fir for our campus.

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 proximity and we are an open enrollment campus. The campus currently has approximately 682 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 PAS behavior support services, along with an ECSE program for kindergarten students.

The campus currently is at capacity regarding classrooms and is continuing to grow. The campus has an 85% Hispanic 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.

McLaughlin-Strickland received a report score of a B on TEA's 2021 Accountability Rating Summary, with student progress at an 89 and student achievement at a 58. 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, 33 K-5 classroom teachers, 1 PAS teachers with one aide, an ECSE teacher with 2 aides, 4 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 non-renewal. The 2022-2023 school year, had a retention rate of 84%. At the completion of the 2022-2023 school year, the retention rate dropped to 75% with two teachers being promoted, one transferring, one non-renewal, and the rest moving. 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 diverse staff, student population is also diversifying as we are seeing an increase in African American students. We also have many multi-generational households which contribute to the school environment. The community involves themselves with coming out to functions related to student performances, open house, and other forms of parent engagements. Due to targeting parent participation, we currently have several parents that ran for PTA positions and will be serving as board members. We have also been able to celebrate our various ethnicities due to the work of our Cultural Committee.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have a higher teacher turnover in our monolingual classes than our bilingual classes. Our bilingual students have had greater consistency in their learning due to less teacher turnover, but we don't have the consistency we need for our Monolingual classes. **Root Cause:** There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support ALL our teachers to support & retain them.

Problem Statement 2 (Prioritized): Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. **Root Cause:** There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.

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. Due to the new STAAR redesign, comparisons are based on Spring MAP projections

On STAAR 2022, 44% of students scored Approaches, 16% scored Meets, and 6% scored Masters on all subjects Grades 3-5.

On MAP 2023, 67% of students scored Approaches, 36% scored Meets, and 12% Scored Masters on all subjects Grades 3-5

On STAAR 2022, 53% of students scored Approaches, 22% scored Meets, and 10% scored Masters on Reading Grades 3-5.

On MAP 2023, 72% of students scored Approaches, 41% scored Meets, and 16% scored Masters on Reading grades 3-5

On STAAR 2022, 43% of students scored Approaches, 14% scored Meets, and 6% scored Masters on Math Grades 3-5.

On MAP 2023, 60% of students scored Approaches, 24% scored Meets, and 5% scored Masters on Math Grades 3-5

On STAAR 2022, 34% of students scored Approaches, 7% scored Meets, and 0% scored Masters on Science Grade 5.

On MAP 2023, 69% of students scored Approaches, 57% scored Meets, and 25% scored Masters on Science Grade 5

School Progress-

STAAR 2022 showed that we scored an 89 in Student Growth due to many of our students growing on the STAAR test even if they didn't score at the Meets or Masters level.

Closing the Gaps-

On STAAR 2022 we scored a 74 out of 100 which is a C rating. We met 14/14 under the Growth Status within Closing the Gap. We met 1/1 for English Language Proficiency. We met 1/14 in Academic Achievement and 0/8 in Student Success which are areas of concern.

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.

2. 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.

3. 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:

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

5th Grade STAAR Science Projections have improved in Spring 2023 with students projected to be at App- 65%, Meets- 19%, Masters 2%.

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 through 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.

Problem Statement 3 (Prioritized): Consistent data tracking is not happening through the campus. Some grade levels are tracking data, but it has not been set up as a priority to track student progress. **Root Cause:** We have been setting up systems around PLC and MTSS for the last year. The focus will shift to data protocols within PLC & MTSS.

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 per 9 Weeks 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 13% 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).

- We have student-led clubs including safety patrol, art club, music club, and a Soccer Team.

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 and an additional intervention time that targets TIER 2. 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.
- There are common systems for behavior expectations in the major gathering areas including the halls, cafeteria, and dismissal areas

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.
- We are moving towards a focused PLC process which includes the creation of SMART goals for each grade level that will be tracked.
- We are moving towards an AVID model and will continue to search opportunities for character education programs.

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 wait for SNAP meetings (at least quarterly) to study student progress and make Tier 3 changes or to refer for additional testing. We need to be more flexible with our Tier 3 grouping. **Root Cause:** We've been waiting on SNAP meetings to make changes instead of being flexible with our tier groups and/or having emergency SNAP meetings when needed. Our teachers and leaders need more training on the MTSS process to improve Tier 3 like we've improved Tier 2.

Problem Statement 2 (Prioritized): Student behaviors and outcomes require continuous support both from teachers and administration. **Root Cause:** We have established systems around routines, procedures, and expectations in order to maximize behavior and learning outcomes. However, we need to build consistency across the campus and throughout the school year. Tardies are interfering with Sanford Harmony/ community building time that is embedded in the day.

Problem Statement 3 (Prioritized): We need more consistency with Tier 3 groups due to Tier 3 Interventionists being pulled for coverage/ subbing. **Root Cause:** There is a sub shortage which we have no control over, so ESSER teachers that teach Tier 3 groups get pulled for coverage. We need to figure out a plan to make up the groups that have been missed, possibly making up the time on Fridays when groups aren't pulled.

Problem Statement 4 (Prioritized): The process of reporting safety concerns. **Root Cause:** Lack of mandated state process, setting expectations for our full-time security officer, and resetting school-specific safety process.

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 exceeds the 20% mark for grades K-2. 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 the 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 has established trust with survey data showing more than 30% increase from year one to year two and another double digit gain in the area of teacher appreciation.

In terms of teacher retention, we currently have 79% 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 the administration works to support them, teacher voices will continue to be utilized through surveys and committee meetings.

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 (85%), school safety and order (84%), collaboration (84%), teacher self efficacy (92%), most feedback is effective and improves learning (90%), care and commitment (88%). Overall, teachers perceive that their work is valuable and they have high standards for students.

Fall 2022 student classroom survey has all positive ratings from last year. Classroom Climate +4%, Engagement +3%, Rigorous Expectations +2%, Teacher/student relationships +1%, Pedagogical Effectiveness +3%

Spring 2023 School belonging is in line with most of the districts ratings. Alarming, is that 1/3 of students in 3-5 feel like they have been bullied.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): We have not yet built up all effective teams across the entire campus. **Root Cause:** We have not addressed the appropriate responses in the team building framework which includes forming, norming, storming, and performing.

Problem Statement 2 (Prioritized): We need to develop partnerships with parents. Our overall parent attendance for our evening school events is high such as movie night, open house, and our InNOut Burger Fundraiser. We don't have the same level of participation with other events, parent conferences, or curriculum nights. **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.

Priority Problem Statements

Problem Statement 1: We have a higher teacher turnover in our monolingual classes than our bilingual classes. Our bilingual students have had greater consistency in their learning due to less teacher turnover, but we don't have the consistency we need for our Monolingual classes.

Root Cause 1: There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support ALL our teachers to support & retain them.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus.

Root Cause 2: There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Our Fall to Spring MAP growth in Math and Reading for Kinder through 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 3: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 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 4: 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 4 Areas: Student Learning

Problem Statement 5: Consistent data tracking is not happening through the campus. Some grade levels are tracking data, but it has not been set up as a priority to track student progress.

Root Cause 5: We have been setting up systems around PLC and MTSS for the last year. The focus will shift to data protocols within PLC & MTSS.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Student behaviors and outcomes require continuous support both from teachers and administration.

Root Cause 6: We have established systems around routines, procedures, and expectations in order to maximize behavior and learning outcomes. However, we need to build consistency across the campus and throughout the school year. Tardies are interfering with Sanford Harmony/ community building time that is embedded in the day.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The process of reporting safety concerns.

Root Cause 7: Lack of mandated state process, setting expectations for our full-time security officer, and resetting school-specific safety process.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We need more consistency with Tier 3 groups due to Tier 3 Interventionists being pulled for coverage/ subbing.

Root Cause 8: There is a sub shortage which we have no control over, so ESSER teachers that teach Tier 3 groups get pulled for coverage. We need to figure out a plan to make up the groups that have been missed, possibly making up the time on Fridays when groups aren't pulled.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: We wait for SNAP meetings (at least quarterly) to study student progress and make Tier 3 changes or to refer for additional testing. We need to be more flexible with our Tier 3 grouping.

Root Cause 9: We've been waiting on SNAP meetings to make changes instead of being flexible with our tier groups and/or having emergency SNAP meetings when needed. Our teachers and leaders need more training on the MTSS process to improve Tier 3 like we've improved Tier 2.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: We have not yet built up all effective teams across the entire campus.

Root Cause 10: We have not addressed the appropriate responses in the team building framework which includes forming, norming, storming, and performing.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: We need to develop partnerships with parents. Our overall parent attendance for our evening school events is high such as movie night, open house, and our InNOut Burger Fundraiser. We don't have the same level of participation with other events, parent conferences, or curriculum nights.

Root Cause 11: 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 11 Areas: Perceptions

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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Other PreK - 2nd grade assessment data

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

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

Guiding Objectives

Revised/Approved: August 7, 2023



Guiding Objective 1: Optimize Engaging and Diverse Learning






Goal 1: By April 2024, for Early Literacy in grades Kinder-2nd, teachers will utilize SMART goals in order to improve reading levels by utilizing Science of Teaching targeted instruction to work on pre-reading skills and transition into comprehension skills. 80% of students will be able to demonstrate proficiency in the selected SMART goals.








High Priority

HB3 Guiding Objective

Evaluation Data Sources: MAP, Running Records, formal and informal checks.

Strategy 1 Details	Reviews			
<p>Strategy 1: Update materials in the guided reading library to include a variety of leveled texts and genres, and reorganize to improve functionality.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Administration, coaches, interventionists.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Guided Reading Library - 211 Title I - 211-11-6329-00-135-99-000 - \$9,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize 2 Small Group Title 1 Interventionists to work 4 days a week with struggling students to meet grade-level standards in reading.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement. Running records, assessments, and screeners.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p> <p>Funding Sources: Interventionists - 211 Title I - 211-11-6117-00-135-30-000 - \$21,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve staff understanding and consistent implementation of PLC processes/ MTSS to use formative assessment data to drive instruction and increase student mastery of essential standards.</p> <p>Strategy's Expected Result/Impact: Students will have deeper learning and mastery of essential standards.</p> <p>Staff Responsible for Monitoring: Administrators & Coaches</p> <p>Title I: 2.4, 2.6</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 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3</p> <p>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-135-30-000 - \$43,383</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental programs and services including: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, and Emergent Bilingual Support.</p> <p>Strategy's Expected Result/Impact: Increase student achievement on state and local assessments</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental services and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$261,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.</p>
Student Learning
<p>Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 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.</p>
<p>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.</p>
<p>Problem Statement 3: Consistent data tracking is not happening through the campus. Some grade levels are tracking date, but it has not been set up as a priority to track student progress. Root Cause: We have been setting up systems around PLC and MTSS for the last year. The focus will shift to data protocols within PLC & MTSS.</p>

School Processes & Programs

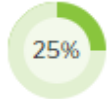
Problem Statement 3: We need more consistency with Tier 3 groups due to Tier 3 Interventionists being pulled for coverage/ subbing. **Root Cause:** There is a sub shortage which we have no control over, so ESSER teachers that teach Tier 3 groups get pulled for coverage. We need to figure out a plan to make up the groups that have been missed, possibly making up the time on Fridays when groups aren't pulled.

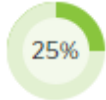






Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: STAAR tested ELAR Grade Levels will utilize comprehension and writing skills in order to improve text evidence and inferencing to reach 80% of students at approaches, 50% at meets, and 20% at masters on STAAR, MAP, and District Assessments.

High Priority

Evaluation Data Sources: MAP, STAAR, District Assessments, and Teacher Created Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Saturday School, extended tutoring, and STAAR camp sessions, and academic field trips to ensure that students meet their achievement and growth measures.</p> <p>Strategy's Expected Result/Impact: Students needing support and pushing towards mastery will be able to meet their respective measures.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p> <p>Funding Sources: Tutoring and Academic Field Trip to support student achievement on state and local assessments - 211 Title I - 211-11-6117-00-135-30-000 - \$6,500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: Analyze Fall and Winter MAP results to determine specific student needs and plan targeted small group instruction and interventions.</p> <p>Strategy's Expected Result/Impact: Students will have differentiated learning in reading and writing to help meet their individual growth goals.</p> <p>Staff Responsible for Monitoring: Administrators, Coaches, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize supplemental instructional resources to maximize student achievement by creating a visually rich print environment and academic foundation for skill retention.</p> <p>Strategy's Expected Result/Impact: Due to having visually rich anchor charts posted to reinforce learning, we will see an increase in state and local assessment scores.</p> <p>Staff Responsible for Monitoring: Admin, coaches, teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Poster Maker - 211 Title I - \$4,995</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2 Problem Statements:

Demographics

Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. **Root Cause:** There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.

Student Learning

Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 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: 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.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By April 2024, for Math in grades Kinder-2nd, teachers will utilize SMART goals in order to improve early math skills. 80% of students will be able to demonstrate proficiency in the selected SMART goals as measured through unit checklist, DCFA, and MAP data.

High Priority

Evaluation Data Sources: Standards based report cards, District Assessments, and teacher assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Create unit assessment plans based on specific needs of the students in each grade level through consistent implementation of the PLC process/ MTSS.</p> <p>Strategy's Expected Result/Impact: All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful.</p> <p>Staff Responsible for Monitoring: Administrators, coaches, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 3</p> <p>Funding Sources: Instructional Coaches - 211 Title I - 211-11-6119-00-135-30-000 - \$86,766</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:

Demographics
<p>Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.</p>

Student Learning

Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 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 3: Consistent data tracking is not happening through the campus. Some grade levels are tracking data, but it has not been set up as a priority to track student progress. **Root Cause:** We have been setting up systems around PLC and MTSS for the last year. The focus will shift to data protocols within PLC & MTSS.







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4:

STAAR tested Math Grade Levels (3rd-5th) will utilize fact fluency and problem solving skills in order to improve fluency while solving one and two-step problems to reach 80% of students at approaches, 50% at meets, and 20% at masters on STAAR, MAP, and District Assessments.

High Priority

Evaluation Data Sources: MAP, DCFA, Exit Tickets, and Teacher Common Formative Assessments.

Strategy 1 Details	Reviews			
<p>Strategy 1: Participate in Data Dives during PLC to focus on student needs, monitoring data and planning next steps.</p> <p>Strategy's Expected Result/Impact: Increase student growth measures in all tested content areas.</p> <p>Staff Responsible for Monitoring: Instructional coaches, admin, teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				










Goal 4 Problem Statements:

Demographics
<p>Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.</p>
Student Learning
<p>Problem Statement 3: Consistent data tracking is not happening through the campus. Some grade levels are tracking date, but it has not been set up as a priority to track student progress. Root Cause: We have been setting up systems around PLC and MTSS for the last year. The focus will shift to data protocols within PLC & MTSS.</p>

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

Goal 1: 100% of required safety and security drills will be completed within their required time frame.

Evaluation Data Sources: Drill logs and after review documentation by the safety team and campus security officer.

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct daily checks and debrief weekly on the safety of the building. Strategy's Expected Result/Impact: Safety and security will be closely monitored to ensure safety for all. Staff Responsible for Monitoring: Security officer, Administration</p> <p>Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Schedule all drills on the principals calendar so that the Safety Officer & Principal are on the same page. Strategy's Expected Result/Impact: Improve Response Time to drills and lessen the anxiety with teaching during the drills if needed. Staff Responsible for Monitoring: Administration & Security Officer</p> <p>Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1 Problem Statements:





School Processes & Programs







Problem Statement 4: The process of reporting safety concerns. **Root Cause:** Lack of mandated state process, setting expectations for our full-time security officer, and resetting school-specific safety process.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May of 2024, 100% of families will have equitable access to McLaughlin Strickland Elementary and will be provided with opportunities for engagement.

Evaluation Data Sources: Sign in sheets, program for performance, parent survey, parent lunch days.

Strategy 1 Details	Reviews			
<p>Strategy 1: Host opportunities to develop positive parent relationships with the school through Family Nights, Open House, school programs and PTA events.</p> <p>Strategy's Expected Result/Impact: Increased school and community relationships</p> <p>Staff Responsible for Monitoring: Administration and teachers</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Parent Engagement - 211 Title I - 211-61-6399-00-135-99-000 - \$6,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate events in monthly Parent SMORE, social media and Parent Square.</p> <p>Strategy's Expected Result/Impact: Increased parent communication and awareness of campus information.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Create opportunities for parents to volunteer through events like field day, Turkey Trot, field trips, and other functions.</p> <p>Strategy's Expected Result/Impact: List of volunteers and volunteer luncheon participation.</p> <p>Staff Responsible for Monitoring: Administration, office staff</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 40%		
 No Progress  Accomplished  Continue/Modify  Discontinue				




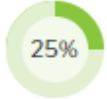
Goal 1 Problem Statements:

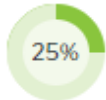



Perceptions
<p>Problem Statement 2: We need to develop partnerships with parents. Our overall parent attendance for our evening school events is high such as movie night, open house, and our InNOut Burger Fundraiser. We don't have the same level of participation with other events, parent conferences, or curriculum nights. 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.</p>

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

Goal 1: By October 2023, utilizing 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			
<p>Strategy 1: Utilize Sanford Harmony SEL curriculum and Restorative Practices to ensure that our students learn appropriate social and emotional skills to be successful, including the use of sensory and calm down tools to help them regulate.</p> <p>Strategy's Expected Result/Impact: Students will demonstrate appropriate regulation techniques to ensure that they can manage stress.</p> <p>Staff Responsible for Monitoring: Counselor and teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p> <p>Funding Sources: Social-Emotional Learning materials - 211 Title I - 211-11-6399-00-135-99-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Reduce ISS rates by 10% from the previous year.</p> <p>Strategy's Expected Result/Impact: In class restoration techniques will keep students in class learning.</p> <p>Staff Responsible for Monitoring: MTSS Team, Counselor & Administration</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide staff with additional training around SEL by sending them to Capturing Kids Hearts and the Momentous Institute for trainings.</p> <p>Strategy's Expected Result/Impact: Turn around training for staff that attend in order to improve student outcomes for SEL.</p> <p>Staff Responsible for Monitoring: Administration, Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Professional Development - 211 Title I - 211-13-6299-00-135-99-000 - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a school-wide incentive and recognition plan to promote good behavior.</p> <p>Strategy's Expected Result/Impact: Students will be incentivized to make good choices and work for rewards.</p> <p>Staff Responsible for Monitoring: Office staff and assistant principal.</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Incentive Materials for Students - 211 Title I - 211-11-6399-00-135-99-000 - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide teacher led clubs 4 times per year where 100% of students can participate.</p> <p>Strategy's Expected Result/Impact: Students will be actively engaged in academic and/or social-emotional clubs, and this will help students to make connections which will build a stronger culture.</p> <p>Staff Responsible for Monitoring: Guiding Coalition</p> <p>Title I: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Academic & Social-Emotional Clubs - 211 Title I - 211-11-6117-00-135-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. **Root Cause:** There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.

School Processes & Programs







Problem Statement 2: Student behaviors and outcomes require continuous support both from teachers and administration. **Root Cause:** We have established systems around routines, procedures, and expectations in order to maximize behavior and learning outcomes. However, we need to build consistency across the campus and throughout the school year. Tardies are interfering with Sanford Harmony/ community building time that is embedded in the day.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2024, McLaughlin Strickland will implement a plan to support new teachers and build instructional capacity by providing extended training days with coaches and mentors once per quarter.

High Priority

Evaluation Data Sources: Teaching and learning in the classroom and effective use of feedback provided by administrators, coaches, and mentors.

Strategy 1 Details	Reviews			
<p>Strategy 1: Pair new teachers and teachers that need additional support with mentors or coaches for extended planning opportunities after school or during the school day.</p> <p>Strategy's Expected Result/Impact: New teachers and teachers needing support will improve instruction and learning for students.</p> <p>Staff Responsible for Monitoring: Instructional Leadership Team, Mentor teachers</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Substitutes - 211 Title I - 211-11-6112-00-135-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 1 Problem Statements:







Demographics
<p>Problem Statement 1: We have a higher teacher turnover in our monolingual classes than our bilingual classes. Our bilingual students have had greater consistency in their learning due to less teacher turnover, but we don't have the consistency we need for our Monolingual classes. Root Cause: There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support ALL our teachers to support & retain them.</p>
Perceptions
<p>Problem Statement 1: We have not yet built up all effective teams across the entire campus. Root Cause: We have not addressed the appropriate responses in the team building framework which includes forming, norming, storming, and performing.</p>

Guiding Objective 5: Optimize All Available Resources

Goal 2: By Spring 2024, we will provide additional resources for teachers to use for intervention with students.

Evaluation Data Sources: MTA teachers and student progress through intervention kits.
Teacher created formatives, benchmarks, and state testing.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resource for students that need the additional support that are not making progress via MTA. Strategy's Expected Result/Impact: Students that have not made the necessary growth, will be able to progress through this program and then jump back into MTA. Staff Responsible for Monitoring: Special education team, Dyslexia teachers, and administration</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Supplemental Instructional resources - 211 Title I - 211-11-6399-00-135-99-000 - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Classkick for STAAR tested grade levels, Reading A-Z for Kinder-3rd grades, etc. so teachers can better assess and track student progress. Strategy's Expected Result/Impact: Students moving from approached to mastery will increase. Staff Responsible for Monitoring: STAAR level teachers and Instructional Leadership Team.</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Technology Resources - 211 Title I - 211-11-6395-00-135-99-000 - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase additional materials that will assist in supplementing for both extension and intervention/support. Including the use of classroom materials, books, student technology resources, STEM materials, Physical education, student workbooks, organizational items to support self-efficacy skills, and libraries.</p> <p>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 & self-efficacy.</p> <p>Staff Responsible for Monitoring: Teachers and Admin team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Instructional & Organizational Materials - 211 Title I - 211-11-6399-00-135-99-000 - \$10,106</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 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.</p> <p>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.</p>

State Compensatory

Budget for McLaughlin Strickland Elementary

Total SCE Funds: \$261,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, Emergent Bilingual Support, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and McLaughlin Strickland's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring of Math and Reading data is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

McLaughlin Strickland's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Beth Chamberlin	Principal
Administrator	Dolly Viera	Assistant Principal
Classroom Teacher	Daisy McLaurin	PreK Teacher
Classroom Teacher	Yvette Lindero	Kinder Teacher
Classroom Teacher	Sarah Hayes	1st Grade Teacher
Classroom Teacher	Brandy Mitchell	3rd Grade Teacher
Classroom Teacher	Mindy Hess	4th Grade Teacher
Classroom Teacher	Sarah Wells	5th Grade Teacher
Parent	Tulia Chong	Parent
District-level Professional	Maria Carolina Christiansen	District community member
Community Representative	Maria Galvez	Communities in Schools
Business Representative	Callie Tang	Business Partner
Parent	Michelle Torres	Parent
Parent	Alice Bryan	Parent
Classroom Teacher	Leslie Ramirez Garcia	2nd Grade Teacher
Classroom Teacher	Kathleen Nosek	SPED Teacher