

# **Carrollton-Farmers Branch Independent School District**

## **McWhorter 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: May 10, 2023

## 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 where all students live within a two mile radius of the school so most students either walk to school or parents drive them; the only transportation service McWhorter receives is for their special education students. McWhorter Elementary receives 95% of their enrollment from fourteen apartment complexes and has not enrolled any students from the upper middle class homes that border the school. Over the past three academic school years, McWhorter has experienced a increase in enrollment of approximately 700 students. The current enrollment at McWhorter is 721 students and rising. McWhorter is still experiencing growth in student enrollment in the Hispanic demographic in part due to families being granted asylum from Venezuela. Due to this increase, our current student demographic has shifted to now we are: 48.14% down from 51.57% African American, 42.55% up from 38.18% Hispanic (our fastest growing demographic), 3.15 % down from 3.85% White, 1.15% ~ 1.14%, Asian, 0.14 % down from .28% American Indian, and 4.58% down from 4.99% claiming Two or More Races.

Our attendance numbers have increased from 2022 to 2023. In certain grade levels student attendance increased dramatically. In our special program, ECSE, we experienced an 11.8% increase from 2022, and in 2nd grade we experienced a 2.5% increase in student attendance. Our overall attendance rate compared to 2022 was approximately a 2% increase as we are becoming more effective in attendance. The last published mobility rate (2021-22) in TAPR for McWhorter shows a mobility rate of 32.0% up from 30.05% the previous year. However, we anticipated an increase in the mobility rate in the 2022-23 school year as rents have 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 88.68% of its students for Free and Reduced Lunch, up from 85.04% from the previous year. A true picture of the diversity we see on our campus, McWhorter services 36% Emergent Bilingual students, 25% Bilingual students and 3% ESL students. Our Gifted and Talented students are only 3% of our student population, 17% Special Education, and 37% of students are identified as At Risk which is down 2% from 2022. McWhorter also offers Special Education programs to our youngest of coyotes 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-six administrative, professional and support staff, 24% are African American, 29% are Hispanic, 43% are White, and 4% 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. However, in 2023 there was a 2% increase in student attendance according to OnData Suite, but the attendance rate is still below 94% which is the goal for McWhorter. **Root Cause:** 1. At McWhorter there was not adequate training with auxiliary personnel assisting with attendance. (2) There has been a perception among parents that school attendance is not important due to past experiences. (3) McWhorter does not have an effective system in place to track attendance.

**Problem Statement 2:** In the current school year McWhorter's Bilingual enrollment has soared. Since the beginning of the 2023-24 school year the District has had to add three (3) new sections to accommodate the growth in this area. **Root Cause:** Increase in Latin American families seeking asylum from countries such as Venezuela, and Columbia. The number of families enrolling has pushed class sizes to the caps from the state.

# 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 2021-22 school year due to CV-19, the campus CNA committee decided to focus on the 2021-22 STAAR scores for grades 3rd - 5th and Spring MAP Scores (2022-23) for grades K - 5th. The committee analyzed the data from all student to determine where gaps occurred in student learning. With STAAR scores not validated until August 2023, the CIC decided to focus on MAP scores.

	Approaches	Meets	Masters
MAP Spring 2023	2022/23	2022/23	2022/23
3rd Grade Reading	30% / 20%	9% / 12%	11% / 10%
3rd Grade Reading - Spanish	35% / 9%	13% / 16%	13% / 44%
4th Grade Reading	36% / 12%	13% / 19%	0% / 6%
4th Grade Reading - Spanish	29% / 20%	14% / 27%	5% / 20%
5th Grade Reading	23% / 16%	12% / 15%	6% / 7%
5th Grade Reading - Spanish	33% / 25%	13% / 16%	20% / 25%
3rd Grade Math	19% / 17%	16% / 16%	3% / 4%
4th Grade Math	33% / 6%	7% / 22%	0% / 9%
5th Grade Math	26% / 20%	12% / 14%	6% / 1%
5th Grade Science	23% / 22%	4% / 21%	1% / 14%

### Reading:

This year there were several celebrations in Reading starting with the growth in the Meets and Masters at all grade levels. There is still much to focus on in Reading as we continue to strive toward Meets and Masters for our students. Historically students who perform well on MAP usually pass STAAR as indicated by last years STAAR scores. When we receive the STAAR scores in August we will adjust the CIP to meet the needs of all students.

### Math:

The Math performance of students on MAP showed the percentages in most categories either remained flat or decreased. A celebration would be in 4th grade the increase in the Meets and Masters categories. Math is an area of concern as this is the second year that Math scores on MAP have not trended in the right direction. More attention is to focus on best practices and solid strategies that will move student achievement forward.

### 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 in 2022 showed a score of 23.3% which showed a 15.3% increase in student performance. However, this year on MAP students made significant gains in the Meets and Masters categories.

The most significant finding(s) during an analysis of science academic achievement data is that 5th-grade scores increased by 17% and 13% in the Meets and Masters category respectively.

### **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 can and 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):** MAP data and Reading levels indicate that transitions from grade level to grade level is problematic. MAP scores in Kinder are high, but once students transition to 1st grade students struggle significantly to read at grade level. **Root Cause:** 1. MAP, Reading levels, and Istation data never align with each other. (2) Teachers need to be trained on data analysis in K - 2nd grade to understand how all assessments align to each other.

**Problem Statement 2 (Prioritized):** Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. **Root Cause:** Insufficient understanding in the rigor of content area subjects. 2. General and Special Education teachers have limited time to collaborate about students. 3. Special Education teachers are not trained in subject area content.

**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:** (1) Students understanding of number sense and their lack of fact fluency has created a gap in student learning. (2) Novice teachers lack the deep content knowledge needed to teach math and deliver effective strategies.

**Problem Statement 4:** 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 5 (Prioritized):** RtI instruction lacks consistency on campus and district wide. **Root Cause:** There is no clear standard for administering effective RtI instruction. (2) Teachers are not trained in effective intervention instruction. (Scripted programs that do not meet the needs of all students. )

**Problem Statement 6 (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. (2) Students need more hands on experience in science.

# School Processes & Programs

## School Processes & Programs Summary

During the school year, after we returned from the winter holidays, staff members were asked to reflect on the 2022 school year. After analyzing the data from the Upbeat Survey results, all staff (General and Special Education teachers, coaches, support staff) were asked to address the concerns stated in the Upbeat survey. Staff members worked in groups to analyze the results and to come up with root causes and recommendations on how to improve the culture of McWhorter.

During this planning time, it was decided that based on the concerns stated in the Upbeat survey, that family culture and student behavior seemed to take precedence over instruction. Comments from each group were scripted and action items were formed to address the concerns teachers stated.

Some of the action items that addressed school culture and discipline were:

- A Disciplinary Committee would be formed to address the ongoing concerns over student behavior, as well as procedures and routines that need to be implemented school-wide.
- A Hispanic Heritage Committee was formed for the cultural events for all students.
- More campus activities that addressed campus morale.
- Administration began to walkthroughs into classrooms giving positive feedback.

## School Processes & Programs Strengths

McWhorter Elementary has identified the following strengths:

- Instructional procedures were stable and in place which made people feel successful.
- Administration gave staff members the autonomy to make decisions in the best interest of students.
- Staff members felt that they were not micromanaged.
- The family culture of the campus was still strong in that people liked McWhorter.
- Teachers and staff continue to enjoy the work at McWhorter.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** The "Great Resignation" has been problematic for McWhorter as 38% of the Professional Staff will not be returning for the 2023-24 school year. **Root Cause:** Many staff members sought other opportunities in and outside of the district. (2) Difficult to build a culture when staff members are constantly leaving.

**Problem Statement 2:** Staff members felt discipline was not handled in a fair and equitable manner. **Root Cause:** Root cause: Staff did not understand how the restorative process works. (2). Administrators did not communicate effectively with teachers about why decisions were made in the manner teachers could understand. (3) New teachers were not



comfortable with handling discipline issues within their authority.

**Problem Statement 3:** Staff members did not feel supported. **Root Cause:** Staff members had misconceptions about administrators roles when it came to support. (2) Teachers felt that administrators needed to be more visible and wanted a deeper relationship with administration.

**Problem Statement 4:** Students who exhibit positive and desirable behaviors are not rewarded for their behavior. **Root Cause:** Teachers do not give away house points to reward good behavior. 2. Students don't see the benefits of house points. 3. Only a few students receive rewards from house points.

**Problem Statement 5 (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.

# 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 to our campus with a variety of previous school experiences, mostly negative. Because of this constant growth, we have to work very hard at maintaining a culture of high expectations for student learning. McWhorter Elementary wants to narrow the performance gap among all student groups, and particularly Economically Disadvantage 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 it. 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 action 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 age children. The BAT team meets monthly to disaggregate the data from discipline reports and develop steps to curb undesirable behaviors with students who exhibit repeated undesirable behaviors due to referrals and suspensions. In the 2022-23 school year the amount of in-school suspensions has decreased due to the proactive approach to discipline and training in restorative practices with the installation of the Positive Action Center (PAC). PAC was a pilot on McWhorter's campus as a way to apply the restorative practices being taught throughout the day. 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. We are proud of the partnerships with the churches and businesses within our 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 the holiday breaks and summer. In 2022-23, a food and clothing pantry was developed to meet the immediate needs of parents and students.

We know 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. ParentSquare is also the main communication tool for teachers to communicate with parents all the wonderful and exciting things going on during the instruction 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 education 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.
- In students surveyed in grades 3rd - 5th, 72% of students felt classroom instruction was rigorous and teachers took time to make sure they understood the material. When asked about the adults at school giving students support 74% answered favorably.
- 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, 61% 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 45% of the staff did not feel that, "Disciplinary practices are applied fairly to all students at my school." **Root Cause:** The shift in more restorative practices for student behavior was not well received by staff. 2. Only two staff members out of forty six teachers were able to attend the Restorative Practice professional development offered by the district. 3. New staff members were not properly trained in the expectations, processes and protocols for behavior before the beginning of the school year. (ABC data)

**Problem Statement 2 (Prioritized):** Students in grades 3rd - 5th scored below last year's average dropping from 66% to 64% when it comes to being engaged in class. Students also felt that other student's behavior impeded their learning which was at 45% which remained consistent from last year's survey. **Root Cause:** In some classes teachers struggled with introducing on grade level content and keeping below grade level content rigorous to move students toward grade level. 2. Teacher beliefs that students who were below grade level could not meet the demands of the curriculum. 3. New teachers to McWhorter struggle with classroom management which impedes their ability to deliver instruction.

**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. 2. Parents were not as vested in student achievement as teachers and the campus did not hold parents accountable for their child's learning. 3.

# 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. However, in 2023 there was a 2% increase in student attendance according to OnData Suite, but the attendance rate is still below 94% which is the goal for McWhorter.

**Root Cause 1:** 1. At McWhorter there was not adequate training with auxiliary personnel assisting with attendance. (2) There has been a perception among parents that school attendance is not important due to past experiences. (3) McWhorter does not have an effective system in place to track attendance.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** RtI instruction lacks consistency on campus and district wide.

**Root Cause 2:** There is no clear standard for administering effective RtI instruction. (2) Teachers are not trained in effective intervention instruction. (Scripted programs that do not meet the needs of all students. )

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** MAP data and Reading levels indicate that transitions from grade level to grade level is problematic. MAP scores in Kinder are high, but once students transition to 1st grade students struggle significantly to read at grade level.

**Root Cause 3:** 1. MAP, Reading levels, and Istation data never align with each other. (2) Teachers need to be trained on data analysis in K - 2nd grade to understand how all assessments align to each other.

**Problem Statement 3 Areas:** Student Learning

**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:** (1) Students understanding of number sense and their lack of fact fluency has created a gap in student learning. (2) Novice teachers lack the deep content knowledge needed to teach math and deliver effective strategies.

**Problem Statement 4 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. (2) Students need more hands on experience in science.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics.

**Root Cause 6:** Insufficient understanding in the rigor of content area subjects. 2. General and Special Education teachers have limited time to collaborate about students. 3. Special Education teachers are not trained in subject area content.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** The "Great Resignation" has been problematic for McWhorter as 38% of the Professional Staff will not be returning for the 2023-24 school year.

**Root Cause 7:** Many staff members sought other opportunities in and outside of the district. (2) Difficult to build a culture when staff members are constantly leaving.

**Problem Statement 7 Areas:** School Processes & Programs

**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 9:** Based on the Upbeat Survey given to staff, 61% 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 45% of the staff did not feel that, "Disciplinary practices are applied fairly to all students at my school."

**Root Cause 9:** The shift in more restorative practices for student behavior was not well received by staff. 2. Only two staff members out of forty six teachers were able to attend the Restorative Practice professional development offered by the district. 3. New staff members were not properly trained in the expectations, processes and protocols for behavior before the beginning of the school year. (ABC data)

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Students in grades 3rd - 5th scored below last year's average dropping from 66% to 64% when it comes to being engaged in class. Students also felt that other student's behavior impeded their learning which was at 45% which remained consistent from last year's survey.

**Root Cause 10:** In some classes teachers struggled with introducing on grade level content and keeping below grade level content rigorous to move students toward grade level. 2. Teacher beliefs that students who were below grade level could not meet the demands of the curriculum. 3. New teachers to McWhorter struggle with classroom management which impedes their ability to deliver instruction.

**Problem Statement 10 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

## 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 3, 2023


## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By May 2024, 3rd grade students at McWhorter will meet the HB3 Board Goals in Reading at 44% Meets Grade Level category for All Students (an increase of 3% points from 2023 STAAR performance).







**High Priority**




**HB3 Guiding Objective**







**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize small group instruction and CTT to plan for small groups and intervention. Students will receive added support in phonological and vocabulary instruction through the use of magnetic letters and letter tiles and vocabulary academic programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved reading performance scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; AP</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 5</p> <p><b>Funding Sources:</b> Small Group Teachers - 211 Title I - 211-11-6117-00-129-30-000 - \$14,820</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	 <p>25%</p>		



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor student reading progress every other week by assessing reading with F&amp;P and other assessment resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student reading performance scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Problem Statements:</b> Student Learning 1, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Small group interventionist to support Emerging Bilinguals in reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student growth by the end of the school year.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 5</p> <p><b>Funding Sources:</b> Small Group Interventionist-Assistant - 211 Title I - 211-11-6129-00-129-30-000 - \$35,829</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize Content Coaches in all subject areas to support teachers in planning and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 5</p> <p><b>Funding Sources:</b> Coaches in ELAR, Math, Science - 211 Title I - 211-11-6119-00-129-30-000 - \$141,426</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Utilize high quality books and magazines (online and in hand) for students that focus on student interest in Fiction and Non-Fiction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student's reading performance in science and social studies in English and Spanish.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Asst. Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 6</p> <p><b>Funding Sources:</b> High quality books in Science and Social Studies - 211 Title I - 211-11-6329-00-129-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Increase understanding of second language acquisition for Emergent Bilinguals by attending National Association for Bilingual Education.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase the amount of students exiting TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 3, 6</p> <p><b>Funding Sources:</b> Principal attending National Association for Bilingual Education. - 211 Title I - 211-23-6411-00-129-99-000 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Provide accelerated learning opportunities for students who were unsuccessful on STAAR; meet requirements of HB 1416 by utilizing small group teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will meet the requirements of HB 1416 by intentional instruction provided by teaching professionals</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Tutorials provided by Teachers and Paraprofessionals - 211 Title I - 211-11-6117-00-129-30-000 - \$9,128, Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - \$6,365</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> MAP data and Reading levels indicate that transitions from grade level to grade level is problematic. MAP scores in Kinder are high, but once students transition to 1st grade students struggle significantly to read at grade level. <b>Root Cause:</b> 1. MAP, Reading levels, and Istation data never align with each other. (2) Teachers need to be trained on data analysis in K - 2nd grade to understand how all assessments align to each other.</p> <p><b>Problem Statement 2:</b> Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. <b>Root Cause:</b> Insufficient understanding in the rigor of content area subjects. 2. General and Special Education teachers have limited time to collaborate about students. 3. Special Education teachers are not trained in subject area content.</p> <p><b>Problem Statement 3:</b> 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. <b>Root Cause:</b> (1) Students understanding of number sense and their lack of fact fluency has created a gap in student learning. (2) Novice teachers lack the deep content knowledge needed to teach math and deliver effective strategies.</p> <p><b>Problem Statement 5:</b> RtI instruction lacks consistency on campus and district wide. <b>Root Cause:</b> There is no clear standard for administering effective RtI instruction. (2) Teachers are not trained in effective intervention instruction. (Scripted programs that do not meet the needs of all students. )</p> <p><b>Problem Statement 6:</b> 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. <b>Root Cause:</b> Students returned to school with insufficient understanding of academic vocabulary in science. (2) Students need more hands on experience in science.</p>






**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			
<p><b>Strategy 1:</b> Utilize small group instruction and CTTs to plan for small groups and interventions. And provide math materials and resources to support students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student math performance scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Assistant Principal</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Math Materials and Resources - 211 Title I - 211-11-6399-00-129-99-000 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor student progress every other week</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student math performance scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				



No Progress



Accomplished



Continue/Modify








Discontinue

**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			
<p><b>Strategy 1:</b> Train Kindergarten through 5th Grade teachers in StemScopes by using hands on materials and resources.  <b>Strategy's Expected Result/Impact:</b> Improve student science performance scores  <b>Staff Responsible for Monitoring:</b> Principal &amp; Assistant Principal  <b>Problem Statements:</b> Student Learning 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	N/A		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Improved student science performance scores  <b>Staff Responsible for Monitoring:</b> Principal &amp; Assistant Principal  <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			
<p>  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>				

**Goal 3 Problem Statements:**









Student Learning
<p><b>Problem Statement 6:</b> 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. <b>Root Cause:</b> Students returned to school with insufficient understanding of academic vocabulary in science. (2) Students need more hands on experience in science.</p>

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve special education performance scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training for special education teachers and paraprofessionals regarding small group instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Improve special education performance scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and teachers</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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>				

**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 2023-24 school year.

**Evaluation Data Sources:** Checklist for district-required drills

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop a schedule for all safety drills within the first 30 days of school <b>Strategy's Expected Result/Impact:</b> 100% compliance in all safety drills <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

**Goal 2:** By September 15, 2022, McWhorter will re-address the Safety and Security command positions to align with the District Threat Assessment and drug crisis.

**High Priority**

**Evaluation Data Sources:** Threat Assessment and Drug training documentation








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze available staff's strengths in the positions needed. <b>Strategy's Expected Result/Impact:</b> Creation of the Incident Command Team <b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Goal 3:** By the end of the 2023-24 school year all members of the Threat Assessment Team will be trained in the State threat assessment trainings.

**High Priority**







**Evaluation Data Sources:** Level I Threat Assessment documentation.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Perform Level I threat assessments to determine the severity of each incident committed on campus.  <b>Strategy's Expected Result/Impact:</b> To identify students who threaten themselves and others and create a plan for student safety.  <b>Staff Responsible for Monitoring:</b> Threat Assessment Team / Administration</p> <p><b>Title I:</b> 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** In the 2023-24 school year McWhorter will become an active PTA with membership goal of 75 members.

**Evaluation Data Sources:** PTA membership numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Sign parents up for PTA during Back to School Bash.  <b>Strategy's Expected Result/Impact:</b> Increased PTA enrollment for parents  <b>Staff Responsible for Monitoring:</b> PTA membership chair</p> <p><b>Title I:</b> 4.2  <b>Problem Statements:</b> Demographics 1</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><b>Problem Statement 1:</b> Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected. However, in 2023 there was a 2% increase in student attendance according to OnData Suite, but the attendance rate is still below 94% which is the goal for McWhorter. <b>Root Cause:</b> 1. At McWhorter there was not adequate training with auxiliary personnel assisting with attendance. (2) There has been a perception among parents that school attendance is not important due to past experiences. (3) McWhorter does not have an effective system in place to track attendance.</p>

### Guiding Objective 3: Optimize Community Engagement

**Goal 2:** By March 8, 2024, 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			
<b>Strategy 1:</b> Analyze all student data to identify students who are performing below grade level in 3-5 Grades <b>Strategy's Expected Result/Impact:</b> Improve student academic progress <b>Staff Responsible for Monitoring:</b> Principal & Assistant Principal  <b>Problem Statements:</b> Student Learning 1, 2, 3, 6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Identify 2nd Grade students who are performing below grade level <b>Strategy's Expected Result/Impact:</b> Improve student academic progress and provide early intervention <b>Staff Responsible for Monitoring:</b> Principal & Assistant Principal  <b>Problem Statements:</b> Student Learning 1, 5	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Identify data points and provide information to parents to share gaps in their student's learning <b>Strategy's Expected Result/Impact:</b> Improve student performance <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Problem Statements:</b> Student Learning 1, 2 - School Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
No Progress                           Accomplished                           Continue/Modify                           Discontinue				

### Goal 2 Problem Statements:

## Student Learning

**Problem Statement 1:** MAP data and Reading levels indicate that transitions from grade level to grade level is problematic. MAP scores in Kinder are high, but once students transition to 1st grade students struggle significantly to read at grade level. **Root Cause:** 1. MAP, Reading levels, and Istation data never align with each other. (2) Teachers need to be trained on data analysis in K - 2nd grade to understand how all assessments align to each other.

**Problem Statement 2:** Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics. **Root Cause:** Insufficient understanding in the rigor of content area subjects. 2. General and Special Education teachers have limited time to collaborate about students. 3. Special Education teachers are not trained in subject area content.

**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:** (1) Students understanding of number sense and their lack of fact fluency has created a gap in student learning. (2) Novice teachers lack the deep content knowledge needed to teach math and deliver effective strategies.

**Problem Statement 5:** RtI instruction lacks consistency on campus and district wide. **Root Cause:** There is no clear standard for administering effective RtI instruction. (2) Teachers are not trained in effective intervention instruction. (Scripted programs that do not meet the needs of all students. )

**Problem Statement 6:** 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. (2) Students need more hands on experience in science.

## School Processes & Programs

**Problem Statement 5:** 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.




**Guiding Objective 3: Optimize Community Engagement**





**Goal 3:** By April 2024, 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			
<p><b>Strategy 1:</b> Integrate hands on science by involving parents in a Science and STEAM night that incorporates TEKS base science activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student science performance scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Asst. Principal</p> <p><b>Title I:</b> 2.4, 2.6, 4.2</p> <p><b>Funding Sources:</b> Science Materials &amp; Resources - 211 Title I - 211-61-6399-00-129-99-000 - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Engage parents in promoting literacy and Math by holding Bedtime Stories Night where parents will learn about early literacy and math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students reading comprehension and math skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, APs and Coaches</p> <p><b>Title I:</b> 2.4, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Interesting, high quality books - 211 Title I - 211-11-6329-00-129-99-000 - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> McWhorter will hold a Newcomers Parent Night to assist parents in understanding the how education and processes in CFBISD and McWhorter Elementary are beneficial to students and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents understand the role of the school, McWhorter's Process for enrollment, policies and procedures, attendance, and technology .</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Newcomers Committee.</p> <p><b>Title I:</b> 2.6, 4.2</p> <p><b>Funding Sources:</b> - 211 Title I - \$3,300</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A	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>				


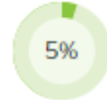




**Guiding Objective 4:** Optimize Social and Emotional Health of all students

**Goal 1:** By May of 2023-24 school year student perceptions of respecting others will increase by 5% points on the Panorama survey.

**Evaluation Data Sources:** Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve classroom relationships through engagement platforms (e.g. Morning Meetings)  <b>Strategy's Expected Result/Impact:</b> Improve social and learning climate of the classroom through Morning Meetings  <b>Staff Responsible for Monitoring:</b> Principal, SEL Facilitator</p> <p><b>TEA Priorities:</b>                      Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture                      - <b>Targeted Support Strategy</b>  <b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement onboarding training for new hires to ensure expectations are introduced throughout the campus  <b>Strategy's Expected Result/Impact:</b> Improve social and learning climate of the classroom  <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
		N/A		



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a common definition of respect as to what it looks and sounds like for administration, teachers, students, staff, and parents.</p> <p><b>Strategy's Expected Result/Impact:</b> The School Safety data from Panorama will increase favorably by 5% on Question 1 on the survey.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, teachers, counselors, and supporting staff.</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Utilize the playbook of strategies from Panorama based on Safety question 1 for intentional practices.</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> The "Great Resignation" has been problematic for McWhorter as 38% of the Professional Staff will not be returning for the 2023-24 school year. <b>Root Cause:</b> Many staff members sought other opportunities in and outside of the district. (2) Difficult to build a culture when staff members are constantly leaving.</p>
Perceptions
<p><b>Problem Statement 2:</b> Students in grades 3rd - 5th scored below last year's average dropping from 66% to 64% when it comes to being engaged in class. Students also felt that other student's behavior impeded their learning which was at 45% which remained consistent from last year's survey. <b>Root Cause:</b> In some classes teachers struggled with introducing on grade level content and keeping below grade level content rigorous to move students toward grade level. 2. Teacher beliefs that students who were below grade level could not meet the demands of the curriculum. 3. New teachers to McWhorter struggle with classroom management which impedes their ability to deliver instruction.</p>

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

**Goal 2:** By the end of the 2023 -24 school year, student attendance will increase from 92.7% to 94.0%.

**Evaluation Data Sources:** Student attendance documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create and develop school activities that promote student engagement (e.g. positive reinforcement, house points)</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselor</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Include Counselor on the Attendance Committee and schedule a time with the Attendance Committee once a week to address attendance concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve student attendance</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Problem Statements:</b> Demographics 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	N/A	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
<p><b>Problem Statement 1:</b> Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected. However, in 2023 there was a 2% increase in student attendance according to OnData Suite, but the attendance rate is still below 94% which is the goal for McWhorter. <b>Root Cause:</b> 1. At McWhorter there was not adequate training with auxiliary personnel assisting with attendance. (2) There has been a perception among parents that school attendance is not important due to past experiences. (3) McWhorter does not have an effective system in place to track attendance.</p>

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

**Goal 3:** By the end of 2023-24, students will see and increase of 50% in the amount of house points given to students for desirable behaviors based on character traits.

**High Priority**

**Evaluation Data Sources:** Students receiving house points





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase Live School platform where students accrue points for desirable behaviors based on character and academics traits.</p> <p><b>Strategy's Expected Result/Impact:</b> More desirable student behaviors on campus and more buy in from students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Live School Platform - 211 Title I - \$3,747</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will have a system in place to reward and track student's desirable behavior and curb undesirable behaviors based on character traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Less disruptive behaviors that impede learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers.</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	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>				






**Guiding Objective 5: Optimize All Available Resources**

**Goal 1:** In the 2023-24 school year professional staff turnover will be reduced from 38% to 30%.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide onboarding for new teachers to the campus (two-day onboarding session) that introduces staff to student engagement and instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Improved retention rates of teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Onboarding for new teachers to the campus - 211 Title I - 211-11-6117-00-129-30-000 - \$3,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
		 90%	 100%	
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule new hire meetings to support student engagement and instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 5%	N/A		
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide new teachers with campus-level mentors to provide support and guidance, as well as indoctrinate them to the McWhorter culture</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher retention</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
	 5%	N/A		

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use meetings to just build community among staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> To build more connections within staff and administration.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Sunshine Committee, Counselors, Positive Behavior Facilitator</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</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 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> The "Great Resignation" has been problematic for McWhorter as 38% of the Professional Staff will not be returning for the 2023-24 school year. <b>Root Cause:</b> Many staff members sought other opportunities in and outside of the district. (2) Difficult to build a culture when staff members are constantly leaving.</p> <p><b>Problem Statement 5:</b> Teachers are unsure of how to adequately meet the needs of their students through the RtI process. <b>Root Cause:</b> 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 &amp; ESSER interventionists. Unavailability of Bilingual teachers to adequately support growing Emergent Bilingual student population.</p>

# State Compensatory

## Budget for McWhorter Elementary

**Total SCE Funds:** \$6,365.00

**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, AVID, 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 McWhorter'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

McWhorter'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.