

McClendon Elementary School

Campus Improvement Plan

2024/2025

*Be Bold Sé audaz
Be Brave Sé valiente
Be You Se tu Mismo
Be McClendon Sé McClendon*



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Mission Statement

In partnership with an engaged community, we will create an uncompromising commitment to excellence by empowering learners in the Brave Nation where success is celebrated and everyone is valued

Vision

Inspiring students, staff and the community to BELIEVE, LEAD, UNITE and EXCEL.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Accountability Distinction Designations

Demographics Strengths

Student diversity has allowed us to serve bilingual students in their native language with our dual language program. On average our teacher to student ratio is 18 to 1 and all of our classes were under the TEA class size requirement.

Texas Academic Performance Report recognizes the following ethnicities:

American Indian or Alaskan Native **16 (2.72%)**

Asian **2 (.34%)**

Black or African American **31 (5.2%)**

Hispanic / Latino **303 (51.5%)**

Two or More Races **30 (5.1%)**

White **509 (86.5%) *includes Hispanic that mark Anglo**

Demographics Weaknesses

The new district lines have been drawn to accommodate the new elementary schools, and we will receive returning students in our bilingual program and new students who have been in Lavon into our monolingual program. We must ensure we welcome our new and returning families into our culture.

Demographics Needs

With our diverse population, we need to assure that all families feel welcomed and a part of the MES family.

Demographics Summary

Comprehensive Needs Assessment

McClendon Elementary served approximately 611 students from ECSE-5th grade for the 2023-2024 school year. McClendon Elementary serves the communities of Josephine, Copeville, and Nevada. Our student enrollment is projected to continue growing over the next several years. Attendance zones were updated for the 2024-2025 school year, which will result in a change in our programs. We will have some students returning to our bilingual and monolingual program. McClendon serves as one of the bilingual campuses with a Dual Language program. We aim to ensure our new and returning students and families feel welcomed as they come to McClendon.

Student Achievement

Student Achievement Data Sources

Campus goals
State & federally required assessment information

Student Achievement Strengths

The 23-24 Accountability Rating shows McClendon with a 76% and will receive a C rating

Based on STAAR results on the reading assessment, students in 3rd-5th English and Spanish version

3rd English Reading -74% passed, with 43% in meets or above
4th English Reading -86% passed, with 58% in meets or above
5th English Reading -81% passed, with 56% in meets or above
5th Spanish Reading - 100% passed with 79% in meets or above

Based on the STAAR results on the Math assessment, students in 3rd-5th English and Spanish version

5th English Math - 79% passed with 47% in meets or above
4th English Math - 73% passed with 47% in meets or above

Student Achievement Weaknesses

Did not meet the 23-24 goal of a B rating for our Accountability Rating (76)

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

The students' projected math scores were lower than the benchmark expectation.

3rd Math: 73% passed, with only 38% in the meets or above

Science scores are improving; however, we still need to work on the short-constructed responses and get students into meets and masters.

5th Grade Science: 65% passed, with 33% in the meets or above

Tier 1 instruction needs to be addressed in all classes to close gaps caused by disparities in STAAR achievement and subpopulations.

Student Achievement Needs

Problem Statement 1 (Prioritized): Our 3rd and 4th grade students who took STAAR Reading in Spanish performed significantly below their peers who took the test in English.

Root Cause: The dual language model has not been used with fidelity and early identification of students who need to take the test in English with support using the SST process.

Problem Statement 2 (Prioritized): Our 5th-grade students who took the science STAAR performed lower than expected based on the benchmark. **Root cause:** The importance of providing students with a 3D hands-on model, tying it to how it will look on the STAAR, and correctly answering the short constructed responses cannot be overstated.

Problem Statement 3 (Prioritized): There is a pressing need to increase the academic achievement of all students at the 'meets' and 'masters' performance levels. **Root Cause:** This can be achieved by significantly increasing the quality of Tier 1 instruction in the classroom.

Problem Statement 4 (Prioritized):

There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. **Root Cause:** We need to increase the quality of Tier I instruction in the classroom.

Student Achievement Summary

When comparing student groups from year to year, there was an improvement on Reading STAAR. Our Bilingual students who took the 3rd and 4th Spanish version reading test scored significantly less than their monolingual tested peers. Our 5th grade science scores and our school math scores are significantly lower than projected.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Campus goals

School Culture and Climate Strengths

McClendon has a very supportive PTO that has several community events planned for the school year. This allows us to develop a sense of community. The culture at McClendon elementary allows our students to set goals, problem solve, and become leaders in their education.

Teachers develop strong relationships with students/families, this effort begins with Meet the Teacher night and participation in PTO events throughout the school year.

Last year, we worked to assure our monolingual and bilingual students were together in rotations to build new friendships and connecting across the campus. Students felt included and were able to interact throughout the year.

According to feedback from families, our bilingual families feel included and are able to participate in all the events.

School Culture and Climate Weaknesses

Teachers and students are transitioning with new friends and staff as the attendance zones have been changed. McClendon will need to ensure we are creating a strong culture focused on feeling included.

School Culture and Climate Needs

Problem Statement 1: Teachers feel they do not have a relationship with all the staff **Root Cause:** Use our staff days to build relationships for staff.

School Culture and Climate Summary

Comprehensive Needs Assessment

McClendon Elementary has implemented Capturing Kids Hearts as a campus-wide expectation. There is a monthly meeting with teacher representatives from all grade levels to align and identify needs around the campus. McClendon Elementary believes in developing the four traits of a Brave: Generous, Passionate, Humble, and Wise. Students and Teachers receive recognitions aligned to the four traits of a Brave. Teachers have a morning meeting or afternoon reflection to address Social-Emotional needs. McClendon will continue to create and develop a climate of high expectations academically and behaviorally. During the 23-24 school year, MES received the Capturing Kids Hearts Showcase School award. We aim to continue building our CKH program and helping our students grow in all areas.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Campus goals

Staff Quality, Recruitment and Retention Strengths

Staff members display a growth mindset and strive to be trained in teaching practices that support all learners. They participate in Professional Learning Communities to support their pedagogical growth. Instructional rounds will be implemented and supported by the instructional coaches. This will help us increase alignment and opportunities to observe best practices in action. MES provides an instructional coach to help students grow in their craft. Our student population is well represented in our teacher makeup. For the 2023-24 school year, we are pleased to report that our staff turnover was at a minimum. Only a small number of 5 teachers and 1 aide transferred to the new school, 2 teachers retired, and 4 left for family obligations. This low turnover is a positive sign, indicating the stability and growth of our staff. It also bodes well for McClendon, as it allows us to continue building a strong culture and environment.

Staff Quality, Recruitment and Retention Weaknesses

Our teams are at various stages of PLC implementation so we have to continue to grow in this process. Struggling to get subs to help cover when teachers are absent.

Staff Quality, Recruitment and Retention Needs

Problem Statement 1: There is an inability to attract substitutes.

Root Cause: The nationwide shortage.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

Problem Statement 2: Our PLC teams are functioning at very different levels. **Root Cause:** Teachers are in the process of learning the steps of a successful PLC due to teachers needing more training in the the PLC process.

Staff Quality, Recruitment and Retention Summary

McClendon Elementary will have approximately three new teachers for the school year. These positions became available due to reallocating teachers to the new elementary school, opening bilingual allocation, new class allocation, and retirement. All new teachers have educational backgrounds as fully certified teachers from other districts or teachers in a teaching program.

New staff members will receive support from our campus mentors and instructional coaches. They will provide job-embedded professional development that is specific to their needs. The Curriculum and Instruction Department has also provided additional training with New Teacher Orientation. The administration team will provide consistent feedback to help them develop their skills and align them with the academic expectations of CISD.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

- Accountability Distinction Designations
- Campus goals
- District goals

Curriculum, Instruction and Assessment Strengths

Teachers have embraced the journey of growing in the PLC process and the 4 questions. A district focus has been placed on supporting teachers to ensure they access and utilize a well-aligned curriculum that appropriately meets all students' needs. Teachers are team planning to ensure they are digging into the planning process to the depth and complexity of the TEKS. We have started to see growth in our phonemic awareness in the classes that are using the Heggerty and HMH phonics program with fidelity. The administration team participates alongside teachers on campus PLC days.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

Teachers need more training on the most impactful curriculum resources. There needs to be a greater emphasis on vertical planning so we are not creating gaps for our students. Primary-grade teachers need training in HMH and Heggerty to teach phonics systematically and with fidelity. All teachers need training in the new science curriculum and how to implement writing in all subjects.

Curriculum, Instruction and Assessment Needs

Problem Statement 1: Teachers struggle to implement writing in all subjects with fidelity. **Root Cause:** Teachers need training in providing writing in all subjects that are beneficial to building the writing process.

Problem Statement 2: The critical need is to utilize the new Scope and Sequence to ensure all essential grade-level TEKS are learned during the school year. **Root Cause:** The new calendar provides teachers/students a 4-day school week.

Curriculum, Instruction and Assessment Summary

Texas Essential Knowledge and Skills are the basis for all grade-level planning. Grade-level teams participate in collaborative lesson design that focuses on essential standards and student expectations. The Curriculum and Instruction department has established a framework that allows our teachers to map the curriculum, design lessons by selecting power standards, and collect data to assess the teaching methodology. Teachers must frequently monitor student progress with formal and informal data, common formative assessments, and writing samples. This information allows teachers to determine ongoing small group work and intervention.

Family and Community Involvement

Family and Community Involvement Data Sources

Campus goals

Family and Community Involvement Strengths

Our PTO is very supportive and continues to look for ways to increase parent involvement and engagement at the school. The PTO provided over seven events throughout the

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

year to include our families and build our community relationships. They helped support our teachers and staff throughout the year to fulfill the needs of the classroom. The district has implemented a PTO Counsel to ensure all schools have consistent events to provide students and families with opportunities throughout the year. PTO used its financial resources to provide for our students and staff throughout the year.

Our school is a place where monolingual and bilingual families can work together, supported by our dedicated translators. Bilingual families have expressed their appreciation for feeling included and being able to fully participate in events with their families.

The counselor has implemented a "Coffee with the Counselor" event that brings speakers and resources to support all our families. She also has a monthly newsletter to help parents with their families' social and emotional needs.

The school Orff ensemble performed at the Carnival for Classes and the Veteran's Day program. The MES Student Council has served at the monthly alumni lunch and participated in:

- Hispanic Heritage program
- Black History program
- Fine Arts Program
- monthly in-school programs

Family and Community Involvement Weaknesses

Assuring that we continue to provide opportunities for all families to be included in all the events.

Family and Community Involvement Needs

Family and Community Involvement Summary

We are continuing to build our community relationships by involving our families with a variety of parent engagement opportunities. We will continue to add programs that will benefit all our families and the community.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Data Sources

Campus goals

School Context and Organization Strengths

The admin team collaborates well, and the Team Leads also function well. On January 24, a storm shelter was added for safety.

School Context and Organization Weaknesses

We have limited enclosed green space for students to participate in outdoor learning opportunities.

School Context and Organization Needs

Problem Statement 1: Provide safe outdoor learning spaces for extended learning opportunities **Root Cause:** The current layout provides limited green space for students that are in a safe place (fenced-in)

School Context and Organization Summary

The principal builds capacity in the assistant principal, counselor, instructional coach, team leads, and mentors to take ownership of decisions within their roles. Continue to build on our unification among our staff to build a culture as we adjust to our new school demographics.

Technology

Technology Strengths

There are many programs and resources that the the district and campus have purchased that align with best practices and TEKS. All students have a device to use while at school.

Comprehensive Needs Assessment

Technology Weaknesses

Using technology to support rather than supplant our instruction.

Technology Needs

Problem 1: Using technology to further educational endeavors is a struggle in a four-day school week. **Root Cause:** The four-day week causes teachers to feel a time crunch and not see a place to use technology effectively.

Problem 2: Testing is hindered in K-2. **Root Cause:** is that only ten devices in K-1 classes need to be shared for testing.

Technology Summary

At MES, we have a one-to-one student to device ratio (Chromebooks) in 2nd-5th grade. Students are not taking home technology and we have seen a reduction in damaged technology.

Priority Problem Statements

Problem Statement 1 (Prioritized): Our 3rd and 4th grade students who took STAAR Reading in Spanish performed significantly below their peers who took the test in English. **Root Cause:** The dual language model has not been used with fidelity and early identification of students who need to take the test in English with support using the SST process.

Problem Statement 2 (Prioritized): Based on the benchmark, our 5th-grade students who took the science STAAR performed lower than expected. **Root cause:** The importance of providing students with a 3D hands-on model, tying it to how it will look on the STAAR, and correctly answering the short constructed responses must be considered.

Problem Statement 3 (Prioritized): There is a pressing need to increase the academic achievement of all students at the 'meets' and 'masters' performance levels. **Root Cause:** This can be achieved by significantly increasing the quality of Tier 1 instruction in the classroom.

Problem Statement 4 (Prioritized): There is a disparity in STAAR achievement between students who are receiving special education services, EL, low income, in foster care, or homeless and their peers. **Root Cause:** We need to increase the quality of Tier I instruction in the classroom.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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 (not utilized because most recent report not out yet)
- Student Achievement Domain (not utilized because data was not available at the time of the report)
- Student Progress Domain (not utilized because data was not available at the time of the report)
- Closing the Gaps Domain (not utilized because data was not available at the time of the report)
- Effective Schools Framework data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (not utilized because data was not available at the time of the report)
- (STAAR) current and longitudinal results, including all versions (not utilized because data was not available at the time of the report)
- STAAR EL progress measure data (not utilized because data was not available at the time of the report)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), TejasLEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

McClendon Elementary School

Goal 1. McClendon will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Objective 1. McClendon will obtain a "B" rating as determined through TEA accountability framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize weekly PLCs to disaggregate data to evaluate student growth to create and implement intervention plans. Using the district format to ensure all elements of PLC are implemented. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1,1.1,1.2,4,5,5.1,5.4)	All Core Teachers, Campus Principals & Assistant Principals, Campus Teacher Lead, ELAR Coach, Instructional Coaches	May 2024		Criteria: Unit Assessments Student growth
2. Student goal setting will take place after each diagnostic assessment(BOY, MOY, EOY) to allow students to take ownership of their learning and growth. Teachers will hold conferences with the students to create measurable goals. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4.1,5.1,5.3,5.4)	Administration, All Staff, Curriculum and Instruction, Instructional Coaches, Instructional Specialists	2023-2024		Criteria: Student data and growth throughout the year, goal setting
3. Utilize student-centered instructional strategies and differentiated instructed such as sheltered instruction, small group, intervention, and extension activities. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5,5.1)	Administration, All teachers, Instructional Coaches, Special Education Teachers	2023-2024		Criteria: Classroom observation and student growth
4. Campus Leadership team will intentionally plan walk throughs in the classroom to focus on campus expected, research based instructional strategies (Kamiko, Estrellita, Heggerty) (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 5.1,5.2)	Administrative Team, Instructional Coaches	2023-2024		Criteria: TTESS evaluations, student growth, increased teacher performance
5. Professional learning will be provided to better support our at risk students. Including but not limited to: - Sheltered instruction - Community Classroom (Best Practices) - Gomez and Gomez - DMAC	Administrative Team, All Staff	Aug-May		Criteria: Student growth on unit test, iReady, and benchmarks

McClendon Elementary School

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Objective 1. McClendon will obtain a "B" rating as determined through TEA accountability framework.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
- Math Academy - Dyslexia Training - Capturing Kids Hearts (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,5.1,5.3)				
6. Administration will conduct walkthroughs in DL classes to assure all the elements of the dual language program are being implemented including but not limited to word wall, writing across the curriculum, language of the day, labels, etc. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: BI,ESL,EB,AtRisk) (Strategic Priorities: 2,4) (ESF: 5,5.1,5.2,5.3,5.4)	Administrative Team, Instructional Coaches, Leadership Team	August-May		Criteria: Evaluation reports, student data
7. Reading interventionist will be utilized to work with students who have been identified with gaps in reading strategies using intervention material such as but not limited to, iReady, Kamiko, HMH, etc (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.3,5.3,5.4)	Administrative Team, Instructional Coaches, Instructional Specialists	August-May		Criteria: Data from Unit test and documentation from interventionist on growth from data obtained from weekly assessment

McClendon Elementary School

- Goal 1.** McClendon will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.
- Objective 2.** Increase student achievement in approaches, meets, and masters across all areas evidenced by state performance standards and increase the number of academic distinctions received by the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will ensure their classrooms are language rich environments where students discuss, explain, analyze, problem solve, and justify collaboratively utilizing resources from Lead4ward, Ellevation, curriculum resources, and material focused on the specificity of the TEKS. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,4.1,5.1)	All Staff, Instructional Coaches, Instructional Specialists	23-24		Criteria: Students will learn at a deeper level and improved communication skills
2. MES will employ a Campus Instructional Coach to support teachers in improving Tier 1 instruction in the classroom; aimed at improving academic performance (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 4,4.1,5,5.1,5.2,5.3)	Administrative Team, All teachers, Instructional Coaches	August to May	(F)Title I - \$40,706.50	Criteria: Student achievement data, TTESS observation data
3. MES will employ a reading and math interventionist who will be responsible for conducting groups with Tier 2 and 3 students using intervention material such as Origo, Estrellita, HMH, Countdown to STAAR, Comp a day, etc. to provide instruction to close the gaps for the at-risk students. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: AtRisk) (Strategic Priorities: 2,4) (ESF: 5.3,5.4)	All teachers, Campus Administration, Instructional Specialists	2023-2024		Criteria: Unit test, student growth on iReady
4. Monitor the progress of all student groups monthly, in particular SPED and EB, and implement MTSS/ARD committee intervention plans as needed. (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.1,1.2,3.1,3.2,4.1,5.1,5.3,5.4)	Administration, All teachers, C&I Department, Instructional Coaches, Special Education Teachers	2023-2024		Criteria: Student growth
5. Include a Brave Block (Intervention Time) into the master schedule so that teachers have a dedicated time for intervention and extensions. (Title I SW Elements: 2.4,2.5)	Administrative Team, All Staff, All teachers, Instructional Coaches, Instructional Specialists	August-May		Criteria: Increased student achievement and growth

McClendon Elementary School

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.1,4.1,5.1,5.3,5.4)				
6. Science teachers will regularly employ active learning strategies, inquiry labs, and an active approach to learning using research-based lab activities focused on essential SEs throughout the lesson cycle using the new curriculum. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Instructional Coaches, Science Teachers	August- May	(\$)6399 General Supplies - \$1,000	Criteria: Walk throughs by admin and IC, lesson plans, activities in the class
7. Special Education/Dyslexia teachers will provide tailored instruction based on students needs as well as collaborate with gen ed teachers to increase Tier 1 instruction and implement research based intervention. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED,AtRisk,Dys) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Administration, All teachers, Special Education Teachers, SPED Teachers	August-May		Criteria: Student growth data

McClendon Elementary School

- Goal 1.** McClendon will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.
- Objective 3.** MES will provide innovative and authentic instructional experiences that challenge and empower all student to be active participants in their own learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student conferencing/goal setting will be used to guide individualized instruction based on grade level TEKS/Student goals. (Title I SW Elements: 2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3.1,3.2,4.1,5.1,5.3)	All teachers	Aug-May		Criteria: Increased student achievement on classroom and district assessments, benchmarks, and STAAR
2. Students will have the opportunity to participate in interest-based enrichment activities including but not limited to UIL, Student Council, Safety Patrol, and clubs. (Title I SW Elements: 2.1,2.4,2.5,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1)	All Staff	2023-2024		Criteria: Student involvement, student survey
3. All students will participate in at least one field trip this year to enhance background knowledge, vocabulary, and engagement in the learning process. Strategy expected result: Increased student engagement and greater depth of knowledge about specific content. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3.4,4.1,5.1)	Administrative Team, All Staff	2023-2024		Criteria: student and staff survey

McClendon Elementary School

Goal 2. McClendon shall recruit, hire, train, and retain highly effective and qualified teachers.

Objective 1. Teaching staff will grow in the areas of instruction and management through weekly walkthroughs and feedback sessions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Coach will conduct coaching cycles with teachers to focus on improving Tier 1 instruction in the classroom: aimed to help teachers grow and improve academic performances. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,4,4.1)	Administrative Team, Classroom Teachers, Instructional Coaches	2023-2024 school year		Criteria: Teacher walkthroughs, class data for unit test and iReady
2. District trained teaching mentors will spend required hours with their mentee teacher. They will focus on growth in the areas of instruction and classroom management. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.1,1.2,2,2.1,5.1)	Administrative Team, Mentor teachers	Aug-May		Criteria: Mentor meetings, documentation of visits, and walkthroughs to see implementation of strategies
3. Weekly walkthroughs will be conducted by the administration team. Feedback will be provided to provide the teacher with data for personal growth. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,1.2,2,2.1)	Administrative Team	September- May		Criteria: TTESS walkthrough data reports

McClendon Elementary School

Goal 2. McClendon shall recruit, hire, train, and retain highly effective and qualified teachers.

Objective 2. MES will build leadership capacity through the campus leadership team.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus leadership will review campus data to locate areas of need and prepare action steps to address needs. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.1,1.2,2,2.1,5,5.3)	Administration, Leadership Team	2023-2024		Criteria: Campus assessments and climate surveys
2. Campus reading interventionist will create a phase in plan for PK-2 classrooms to implement research based sound walls to build student phonemic awareness. (Title I SW Elements: 2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 4.1,5,5.1,5.3)	Administration, All Staff, Instructional Specialists	23-24		Criteria: TxKEA, TPRI, Circle, iReady
3. MES leadership team will meet monthly to participate in the Lead4ward Leading Learning Series to ensure the planning process is aligned to expectations of the campus. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2)	Administrative Team, Instructional Coaches, Leadership Team	August-May		Criteria: Campus assessments, STAAR Data

McClendon Elementary School

Goal 3. McClendon will maintain a safe and orderly environment.

Objective 1. In partnership with the CISD police department and counselors, MES will maintain a safe and orderly environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will complete monthly safety drills including fire, tornado, hold in place, and lock down drills to assure the safety of our campus. (Title I SW Elements: 1.1) (Target Group: All)	Administrative Team, CISD Police Department and Chief of Police	Aug-May		Criteria: Drill debriefs
2. Counselor will conduct small group sessions on student topics centered around safety, conflict resolution, and behavior. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.2,3.3)	Administrative Team, Counselors	Aug-May		Criteria: Discipline referrals
3. Counselor will present all students with Drug Prevention materials and lessons during Red Ribbon Week. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Administrative Team, Counselors	October	(S)6399 General Supplies - \$250	Criteria: Completion of the program
4. MES will utilize the security measures to assure the safety of the building. These measure include, but not limited to, all visitors must show their ID to enter the building and have their ID scanned by the Raptor system to go into the main building. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, Front Office Staff	2023-2024		Criteria: Raptor Reports
5. Guidance lessons will be delivered monthly by, the counselor, utilizing the Capturing Kids Hearts curriculum. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Administrative Team, Counselors	Aug-May		Criteria: Discipline referrals, surveys
6. All staff members will be trained prior to the first day of school on Safety and Security measures and Standard Response Protocol, by the CISD Police Department. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.1,3.3)	Administrative Team, CISD Police Department and Chief of Police	August		Criteria: Staff will be able to conduct drills correctly, expectations will be met
7. MES will conduct daily safety checks to ensure all new safety protocols are implemented such as outside door checks, singular entry and exit point, closed and locked	Administrative Team, All Staff, CISD Police Department and Chief of Police	August-May		Criteria: CISD Police documentation, walkthrough observation

McClendon Elementary School

Goal 3. McClendon will maintain a safe and orderly environment.

Objective 1. In partnership with the CISD police department and counselors, MES will maintain a safe and orderly environment

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
classroom doors, etc (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.2)				
8. MES will implement a dismissal schedule and procedures to ensure that students are released in an efficient and effective manner. (Title I SW Elements: 1.1,2.2,2.3) (Target Group: All) (ESF: 3.2,3.3)	Administration, All Staff	August and September	(S)6218 Professional Services - Locally Defined - \$2,000	Criteria: Car Smart program evaluation
9. All teachers and staff will incorporate the components of Capturing Kids Heart, Traits of a Brave, and PBIS (Positive Behavior Interventions and Supports) in the classrooms. Components will include, but not limited to, social contract, daily morning meetings, greeting students at the door, celebrating students positive behavior, using the 4 question model, etc. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	All Staff, All teachers	2023-2024		Criteria: Classroom walkthrough, behavior documentation

McClendon Elementary School

Goal 3. McClendon will maintain a safe and orderly environment.

Objective 2. MES will have a designate team in place for medical emergencies and any crisis situations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MERT team will be developed and trained on how to handle medical emergencies at MES. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.2,3.3)	Campus Nurses	August-September		Criteria: Nurse feedback after an emergency has taken place.

McClendon Elementary School

Goal 4. McClendon shall exhibit excellence in financial and facility planning, management, and stewardship.

Objective 1. McClendon will utilize the instructional budget to provide resources and professional development necessary for improvement in student progress.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. MES will use all campus budgeted instructional monies to impact student achievement. This will include the purchase of intervention material including but not limited to Count Down to STAAR, Estrellita, and other research based material for teachers and interventionist to use during intervention to close the education gaps. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,3.3,4.1,5.1,5.4)</p>	<p>Administration, All teachers, Finance Department</p>	<p>2023-2024</p>	<p>(S)6218 Professional Services - Locally Defined - \$5,500</p>	<p>Criteria: Student growth report</p>
<p>2. MES will provide staff with professional development that is aligned with campus and district goals such as but not limited to Capturing Kids Hearts, 7 steps to a language rich classroom, DMAC training, etc. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,2.1,3.1,3.2,3.3,5.1)</p>	<p>Administration, All teachers, C&I Department</p>	<p>August to May</p>	<p>(S)6218 Professional Services - Locally Defined</p>	<p>Criteria: Classroom observations, student data</p>

McClendon Elementary School

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of McClendon Elementary.

Objective 1. MES will partner with businesses, community organizations, local government, and higher education institutions to engage students and promote community involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with PTO to provide community wide events such as but not limited to Fall Festival, Dady daughter night, Mom and son night, Boosterthon, STEAM night, etc (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.4)	Administration, PTO Representatives	2023-2024		Criteria: School Calendar, sign in sheet
2. MES will conduct a parent/teacher conference night to build a strong partnership that ensures all students are successful. Each teacher will meet with all parents during the fall conference and during the spring meet with students who are not meeting grade level expectations. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.1,3.4)	All teachers	2023-2024		Criteria: Sign in sheets
3. Transition opportunities will be provided for 5th grade students and families in the spring to visit and learn about the new expectations, learning and environment for middle school. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: 5th) (ESF: 3.3,3.4)	Counselors, Front Office Staff, Principals, Teachers	Spring Semester		Criteria: Student and parent participation in the events
4. MES will keep stakeholders informed through a variety of platforms such as teacher and principal newsletters, social media posts, website, etc (Title I SW Elements: 2.1,2.3) (Target Group: All) (ESF: 3,3.3,3.4)	Administration, All teachers, Front Office Staff, Media Specialist	2023-2024		Criteria: Participation and involvement and increase partnership amongst school/family

McClendon Elementary School

Goal 6. The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. MES will conduct customer satisfaction surveys with stakeholders in the fall and spring to evaluate effectiveness of programs and events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MES will create surveys for parents and staff to evaluate curriculum, culture, and programs offered at MES throughout the year. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 1.2)	Administrative Team	August		Criteria: Surveys completed to be used throughout the year
2. MES will send out surveys for curriculum and instruction to staff and parents to assess success and concerns in the fall and spring. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.4)	Administration, All Staff	December, April		Criteria: Survey Data
3. MES will provide CKH surveys to evaluate the program and how it affects home and school culture. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 1.2,3.1)	Administration, All Staff, PTO Representatives	August-May		Criteria: Data from surveys used to adjust programs to meet the needs of the students.