

Carrollton-Farmers Branch Independent School District

McLaughlin Strickland Elementary

2024-2025 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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	9

Perceptions	12
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Guiding Objectives	18
Guiding Objective 1: Optimize Engaging and Diverse Learning	18
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	25
Guiding Objective 3: Optimize Community Engagement	27
Guiding Objective 4: Optimize Social and Emotional Health of all students	29
Guiding Objective 5: Optimize All Available Resources	32
State Compensatory	36
Budget for McLaughlin Strickland Elementary	36
Title I - Previous	37
1.1: Comprehensive Needs Assessment	37
2.1: Campus Improvement Plan developed with appropriate stakeholders	37
2.2: Regular monitoring and revision	37
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	37
2.5: Increased learning time and well-rounded education	37
2.6: Address needs of all students, particularly at-risk	37
3.1: Annually evaluate the schoolwide plan	37
4.1: Develop and distribute Parent and Family Engagement Policy	38
4.2: Offer flexible number of parent involvement meetings	38
Title I - Updated	38
Campus Improvement Committee	39
Policies, Procedures, and Requirements	40

Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

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

Demographics

Demographics Summary

McLaughlin-Strickland is a Title I campus which started as a K-5 elementary in Carrollton, Texas named Webb Chapel Elementary in 1959 and later changed names to Neil Ray McLaughlin in 1968. Due to rising attendance, Nancy Strickland Intermediate was built in 2009 across the street in Farmers Branch, Texas for students in grades 3-5. The two campuses continued to be run by one administration. The intermediate school underwent renovations in 2018, adding on 8 classrooms, and a STEM wing, which brought all the students together on one campus now named McLaughlin-Strickland SPARK STEM academy. McLaughlin Strickland is in a suburban community that is composed of a combination of houses and apartments within one of the fastest growing housing markets. The campus' students come in from 4 different cities (Carrollton, Farmers Branch, Dallas, & Addison) due to its border proximities and we are an open enrollment campus. The campus currently has approximately 700 students and is predominantly a neighborhood school, with two bus routes. Majority of students are dropped off and picked up by their parents or utilize programs which transport children by van to and/or from school . The campus offers a one-way bilingual program in all grade levels, a full day Pre-K, an innovative SPARK STEM Academy for all students and houses two of the district's Functional & Supported Learning Classes for students needing special services.

The campus currently is at capacity regarding classrooms and is continuing to grow. The campus has an 85% Hispanic population, with sub populations being 8% Black or African American, 4% white, 2% two or more races, and less than 1% each falling into the American Indian/ Alaskan Native, Asian and Native Hawaiian/ Pacific Islander sub populations. The student population has 56 students identified as Gifted and Talented, 50 students being served through the Dyslexia program, 110 students receiving services through the Special Education Department, 325 students enrolled in the bilingual program, 72 additional ELL students in monolingual classrooms, and 600 students identified as Economically Disadvantaged. The school is a Title I campus, with 87.72% students receiving Free and Reduced Lunch.

McLaughlin-Strickland received a report score of a B on TEA's 2022 Accountability Rating Summary, with student progress at an 89, student achievement at a 58, and closing the gaps at a 74. The school continues to provide services to students, such as tutoring, Response-to-Intervention and multiple small groups to help improve our school's performance.

McLaughlin-Strickland employs 4 Pre-K teachers with an aide in each classroom, 35 K-5 classroom teachers, 2 FSLC teachers with 2 aides each, 4 specials teachers, 3 special services teachers with 2 aides, 1 librarian, 2 counselors, 3 front office staff personnel, an assistant principal and a principal. The district also provides a nurse, diagnostician, speech pathologist, 2 literacy coaches, a math coach, 2 Dyslexia Specialists, a Behavioral Resource Specialist and cafeteria staff. In addition, the campus has a Communities in Schools advocate, which works in collaboration with staff to provide students and families with social, emotional and academic assistance.

At the completion of the 2022-2023 school year, the retention rate dropped to 75% with two teachers being promoted, one transferring, one non-renewal, and the rest moving. The campus continues to struggle retaining Special Education teachers, but the district is offering incentives, which will hopefully help the campus recruit and retain qualified candidates. Overall, the staff at McStrick is hard working and strives to involve families members with programs such as, PTA, choir, Multicultural Night, Open House, an In-and-Out family dinner night on campus, along with other community- school relationship builders.

Demographics Strengths

Consistency in retention of Bilingual educators, there is a diverse staff, student population is also diversifying as we are seeing an increase in African American students. We also have many multi-generational households which contribute to the school environment. The community involves themselves with coming out to functions related to student performances, open house, and other forms of parent engagements. Due to targeting parent participation, we currently have several parents that ran for PTA positions and will be serving as board members. We have also been able to celebrate our various ethnicities due to the work of our Cultural Committee.

Problem Statements Identifying Demographics Needs

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

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

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

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

Problem Statement 3 (Prioritized): Our enrollment has been steadily increasing for the past few school years. This is causing us to need additional classes yet we don't have the space for more classrooms. We've also been experiencing an increase in behavioral problems due to having larger class sizes.

Root Cause: An increase in enrollment, transfers, and a lack of space for classes to be spread out has impacted the number of behavior concerns. We need to consider how we can address the behavior concerns that have been caused by the increased enrollment.

Student Learning

Student Learning Summary

McLaughlin Strickland Elementary has been making progress in all academic areas: Reading, Writing, Math, and Science. Assessments that have been used to measure this progress includes teacher created formative assessments, District common formative assessments, as well as MAP data. We have also utilized RTI scheduling in collaboration with ESSER teachers to move our students forward. While we have not seen as much improvement as we would like in Student Achievement, we have been seeing a significant improvement in Closing the Gaps.

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

On STAAR 2022, 59% of students scored Approaches, 30% scored Meets, and 11% scored Masters on all subjects Grades 3-5.

On STAAR 2023, 71% of students scored Approaches, 41% scored Meets, and 15% scored Masters on all subjects Grades 3-5.

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

On STAAR 2022, 64% of students scored Approaches, 34% scored Meets, and 14% scored Masters on Reading Grades 3-5.

On STAAR 2023, 77% of students scored Approaches, 46% scored Meets, and 19% scored Masters on Reading Grades 3-5.

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

On STAAR 2022, 59% of students scored Approaches, 29% scored Meets, and 9% scored Masters on Math Grades 3-5.

On STAAR 2023, 68% of students scored Approaches, 40% scored Meets, and 12% scored Masters on Math Grades 3-5.

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

On STAAR 2022, 45% of students scored Approaches, 23% scored Meets, and 8% scored Masters on Science Grade 5.

On STAAR 2023, 60% of students scored Approaches, 26% scored Meets, and 10% scored Masters on Science Grade 5.

School Progress- STAAR 2023 showed that we scored a 79% in Student Growth. Closing the Gaps- On STAAR 2023 we scored a 91 out of 100 which is a A rating.

MATH

Kindergarten: On MAP January 2024, 70% scored Approaches, 51% scored Meets, and 27% scored Masters.

1st grade: On MAP January 2023, 45% scored Approaches, 22% scored Meets, and 4% scored Masters.

2nd grade: On MAP January 2023, 59% scored Approaches, 37% scored Meets, and 15% scored Masters.

ELA:

Kindergarten: On MAP January 2024, 68% scored Approaches, 48% scored Meets, and 25% scored Masters.

1st grade: On MAP January 2024, 31% scored Approaches, 17% scored Meets, and 4% scored Masters.

2nd grade: On MAP January 2024, 67% scored Approaches, 42% scored Meets, and 21% scored Masters. *Disclaimer - Scores include Spanish instructed students.

ELA SPANISH :

Kindergarten: On MAP January 2024, 75% scored Approaches, 62% scored Meets, and 40% scored Masters.

1st grade: On MAP January 2024, 86% scored Approaches, 77% scored Meets, and 35% scored Masters.

2nd grade: On MAP January 2024, 94% scored Approaches, 77% scored Meets, and 49% scored Masters.

Student Learning Strengths

Closing the Gap improved from a 74 (C) to a 90 (A).

During the 2022-2023 school year, all STAAR percentages went up in all subcategories (Approaches, Meets, and Masters).

Spanish ELA MAP is doing very well, meeting the 80/50/20; English does not meet the criteria; however, Spanish instructed students are included.

Problem Statements Identifying Student Learning Needs

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

Root Cause: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements. There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

Problem Statement 2 (Prioritized): Math MAP and STAAR subcategories in all subjects are close to or below the 80/50/20 criteria and/or below the national average for expected growth levels and achievement.

Root Cause: Priority goes to Reading for Tier groups due to lack of staff/ time in the day to fit in math & reading interventions as well as a lack of teacher retention in monolingual/ consistency in instruction and teachers.

Problem Statement 3 (Prioritized): Consistent data tracking is not happening through the campus. Some grade levels are tracking data, but it has not been set up as a priority to track student progress.

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

School Processes & Programs

School Processes & Programs Summary

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

Professional Practices- Instructional leaders (admin, counselors, coaches, teacher leaders) are developed through weekly/ monthly meetings. Admin and coaches have a weekly meeting (ILT) to make sure we have processes and procedures ready at the campus level, and we figure out next steps that we need to address. During our ILT meetings, we also discuss concerns that have popped up and plan for Professional Development based on those needs. Admin also attends a district principal meeting to develop our learning and look at next steps for our campus. We meet with Team Leads at least once a month to move forward the work on campus. There are certain roles and responsibilities that are clear, but other roles overlap. We have a Campus Improvement Committee that meets to look at campus needs, study campus data, and make plans for the campus as a whole. Grade level teams meet at least weekly as a PLC and extended planning(every 3 weeks) to study data and student work. They then make plans for next steps for their students whether that is whole class and/ or small group. Campus admin and coaches are part of the grade level PLCs, and they are holding grade levels accountable for the data and next steps that were agreed upon during PLC time. Coaches and Admin are also tracking progress and bring teachers into the conversation so that we are all on the same page and know how our students are progressing (re-capture data). For discipline, we have quarterly discipline committee meetings to discuss trends across discipline issues, demographics, etc. We've also added a monthly Behavior Team meeting to discuss Tier 2, Tier 3 & SPED Behavior concerns. For attendance, the clerk and attendance administrator meet bi-weekly to look at attendance concerns. Attendance meetings are held with parents when truancy starts to become a concern. We have had one attendance committee meeting per 9 Weeks to look at students that are over the 90% rule.

Programs and Opportunities for Students- We have Communities in School, Volunteer Partners (OxyChem), STEM, choir, TNN, ATB. We have a Tiger Pledge that we say daily over TNN (Tiger News Network) which promotes responsibility & citizenship. We have a master schedule that allows most students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We have SNAP meetings at least quarterly to study student progress and make Tier changes as needed. About 85% of our students are ESL/ Bilingual, about 16% of students on campus qualify for some form of special education, about 6% of the campus participates in the GT program, and about 6% of students are participating in dyslexia services. ^(% of our students are classified At Risk. About 88% of students are considered Economic Disadvantaged. 87% of students receive Free or Reduced-priced Meals. We are a STEM campus and we offer STEM classes during Specials. The district also has STEM challenges for teachers to do in their classrooms. Students attend at least 6 guidance lessons throughout the school year. We are a one-to-one campus, so all students have a dedicated device (iPads for PK-1 & Chromebooks for 2nd-5th). 2nd-5th grades teach Keyboarding which helps students learn how to type, and they are also taught technology expectations during STEM. Communities in Schools provides additional counseling for students and supports our students by connection

families with other services they may need (MetroCrest, rental assistance, food banks, etc).

Procedures- We support teachers through Instructional Coaching. We have a full time Math Coach, and 2 half-time Language Arts Coaches (1 bilingual & 1 monolingual). We have weekly PLC meetings to study curriculum with the coaches plus extended planning at least monthly. Our district provides a viable, aligned curriculum for us, and we make adaptations based on our student's needs. Teachers have re-teach time built into their daily lesson plans to meet the specific needs that we've identified during PLC. Lesson Plans are based on the district curriculum, but they are also broken down to focus on student need based on data. The plans include objectives for the day, at least one critical thinking question, and formative assessments to make sure students learned what was taught. We work on this during PLC to create the common Assessment Plan per grade level & subject. Technology is integrated daily into the lessons. The amount of integration depends on the grade level. PreK-Kinder use APPS to support learning. 1st and 2nd grades also use APPS to support learning, but they add Seesaw regularly in their lessons. 3rd-5th have a good portion of their lessons embedded with technology tools. We have a master schedule that is organized to protect instructional times by having RTI scheduled out. Teachers have a planning period at a consistent time, and PLCs are always held on Wednesday during their planning. ARDS are held on a specific day, so teachers know which days to anticipate ARDS. Tutoring is offered on Tuesday and Thursday afternoons across all grade levels during the 2nd semester. We are an early childhood/ elementary campus. We have supports built in for the transition to Middle School. The middle school fine arts come to visit our school, and our students go to the middle school they will be attending to see what the campus is like. Counselors from the MS come to visit and help students enroll in classes. We have Restorative Practices here on campus. We also have Sanford-Harmony that teachers implement in the classroom. Students are only removed from the classroom for significant behaviors as they need to be in the classroom to learn; therefore, our teachers use classroom management strategies to de-escalate problem behaviors. We have grade level discipline plans that all meet certain criteria (campus discipline protocol). There is also a campus-wide incentive plan to promote positive behavior (Specials 9 Weeks incentives, tiger bucks & golden paws). Bully investigations are conducted as needed. Students are taught about bully prevention during counseling lessons, and we strive to restore relationships through Restorative Practices. We conduct Violence Interventions/ Level 1 or 2 Threat Assessments as needed, and get students the support they need.

School Processes & Programs Strengths

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

Professional Practices- Grade level teams meet at least weekly as a PLC to study data and student work. They then make plans for next steps for their students whether that is whole class and/ or small group. Campus admin and coaches are part of the grade level PLCs, and they are holding grade levels accountable for the data and next steps that were agreed upon during PLC time. Our STAAR data from 2023 is also showing growth which supports what we are doing in PLC.

Programs and Opportunities for Students- We have a master schedule that allows all students to be present for Tier 1 quality instruction and still get the intervention they need during RTI (tier 2 or 3) without missing their tier 1 instruction. We have SNAP meetings at least quarterly to study student progress and make Tier changes as needed. We also have incorporated Kid Talks at Teacher discretion in order to place kids as needed for success.

Procedures- We support teachers through Instructional Coaching. We have a full time Math Coach, and 2 half-time Language Arts Coaches (1

bilingual & 1 monolingual). We have weekly PLC meetings to study curriculum with the coaches plus extended planning at least monthly. Our district provides a viable, aligned curriculum for us, and we make adaptations based on our student's needs. We have a master schedule that is organized to protect instructional times by having RTI scheduled out. Teachers have a planning period at a consistent time, and PLCs are always held on Wednesday during their planning. ARDS are held on a specific day, so teachers know which days to anticipate ARDS. Tutoring is offered on Tuesday and Thursday afternoons across all grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need better processes for holding data dives. Bi-Weekly to Monthly PLC where teachers fill out and bring Meets, Approaches, DNM data (online shared sheet with teams) over a specific formative and bring student work to discuss strategies.

Root Cause: PLC is good for data dives, but tends to get off task easily. Holding teachers more accountable for having their data and coming up with solutions/strategies for how to get students to grow. This will also help support our Tier 2 interventions.

Problem Statement 2 (Prioritized): Student behaviors and outcomes require continuous support both from teachers and administration.

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

Problem Statement 3 (Prioritized): New Teacher PLC needs to be more frequent with specific goals. Mentors need to have a specific set of responsibilities and number of Check-ins.

Root Cause: Not enough support for new teachers & no accountability for Mentors. We need to support new teachers by showing them how to find programs/data, go over specific expectations for filling out SNAP, how to pull MAP data and what it can be used for. Bi-weekly check ins with mentors to make sure mentors are doing check-ins with the mentee & provide one-on-one coaching opportunities.

Perceptions

Perceptions Summary

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

Traditionally, our parent support varies. This includes supporting us in everyday procedures such as attendance, tardies, and behavior support. Our absences for our students impacts learning as does student tardies. One area of concern is attendance in the primary grades with students that have more than 18 absences exceeds the 20% mark for grades K-2. Our behavior is addressed with Sanford-Harmony training and teachers tend to the needs of students by engaging in morning meetings, restorative practices, and teaching students about appropriate behavior rather than just resorting to punitive actions. With about 100 tardy slips being written starting 7:40, even though the tardy bell is at 7:30, students are not present for SEL lessons in order for classrooms to build more positive cultures. Fall 2023 student classroom survey has students giving positive feedback (72% or above) for 7 out of 8 categories. Student engagement is at 67% favorable within out school and falls in the 80-90% when compared with the nation. Fall 2023 school belonging is in line with most of the districts ratings. Alarming, is that over half of students in 3-5 feel like there is a likelihood of being bullied at school. 71% feel they are respected on a daily basis at school.

Our community is supported by several organizations including: OxyChem, Connecting the Community, Community HOA. The majority of these organizations partner with us by providing school supplies and materials. OxyChem, works closely with our school counselor in order to provide additional volunteers, but we would like to expand their involvement. We are in a great spot to develop our partnership with parents as our overall parent attendance for our evening school events is high such as movie night, art show, open house, and our Spring Fundraiser. Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families.

In regard to administrative support, teachers feel that there is a good amount of autonomy given to them and that the administration values equity, inclusion, and diversity. Additionally, problems are identified by looking at survey data, and, overall, administration competence regarding instructional capacity is good, but could improve. The principal has established trust with survey data showing ore than 30% increase from year one to year two and another double digit gain in the area of teacher appreciation.

In terms of teacher retention, we currently have 79% of staff slated to return to campus, this is a drop from a few years ago when approximately 95% of staff returned. Teachers are aware that this is a campus that has challenges and many rate their teamwork and collaboration as key contributors to their success and self-efficacy as teachers. As the administration works to support them, teacher voices will continue to be utilized through surveys and committee meetings.

Perceptions Strengths

Teachers are a tight community that supports each other and support student learning, both- academic and social & emotional. They believe that the school provides a safe and clean learning environment. Areas that teachers perceive as strengths: autonomy (85%), school safety and order (84%), collaboration (84%), teacher self efficacy (92%), most feedback is effective and improves learning (90%), care and commitment (88%). Overall, teachers perceive that their work is valuable and they have high standards for students.

Students feel safe on this campus and most rate their teachers favorably. Fall 2023 student classroom survey has students giving positive feedback (72% or above) for 7 out of 8 categories. Student engagement is at 67% favorable within out school and falls in the 80-90% when compared with the nation. Fall 2023 school belonging is in line with most of the districts ratings. Alarming, is that over half of students in 3-5 feel

like there is a likelihood of being bullied at school. 71% feel they are respected on a daily basis at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Teachers struggle to communicate with families efficiently as Parent Square is not utilized by families effectively.

Root Cause: 99% of families are contactable, 96% families have phones, 71% have downloaded the app, 25% have opted in for text message alerts, 80% receive emails. 64% are receiving notifications through the app. We need to figure out how to get more parents to interact through Parent Square.

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

Root Cause: Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families. The school does not have parent data regarding our environment as a parent survey hasn't been sent out in several years.

Problem Statement 3 (Prioritized): Half of student population feels like there is a likelihood that they could be bullied at school.

Root Cause: Continue providing time and resources to build community in the classroom including safety lessons about what to do if/ when they see bullying happen. Students tardies impede teachers from teaching SEL lessons to all students.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 2 Areas: Demographics

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

Root Cause 3: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements. There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Math MAP and STAAR subcategories in all subjects are close to or below the 80/50/20 criteria and/or below the national average for expected growth levels and achievement.

Root Cause 4: Priority goes to Reading for Tier groups due to lack of staff/ time in the day to fit in math & reading interventions as well as a lack of teacher retention in monolingual/ consistency in instruction and teachers.

Problem Statement 4 Areas: Student Learning

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

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

Problem Statement 5 Areas: Student Learning

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

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

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: New Teacher PLC needs to be more frequent with specific goals. Mentors need to have a specific set of responsibilities and number of Check-ins.

Root Cause 7: Not enough support for new teachers & no accountability for Mentors. We need to support new teachers by showing them how to find programs/data, go over specific expectations for filling out SNAP, how to pull MAP data and what it can be used for. Bi-weekly check ins with mentors to make sure mentors are doing check-ins with the mentee & provide one-on-one coaching opportunities.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: We need better processes for holding data dives. Bi-Weekly to Monthly PLC where teachers fill out and bring Meets, Approaches, DNM data (online shared sheet with teams) over a specific formative and bring student work to discuss strategies.

Root Cause 8: PLC is good for data dives, but tends to get off task easily. Holding teachers more accountable for having their data and coming up with solutions/strategies for how to get students to grow. This will also help support our Tier 2 interventions.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Teachers struggle to communicate with families efficiently as Parent Square is not utilized by families effectively.

Root Cause 9: 99% of families are contactable, 96% families have phones, 71% have downloaded the app, 25% have opted in for text message alerts, 80% receive emails. 64% are receiving notifications through the app. We need to figure out how to get more parents to interact through Parent Square.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: We need to develop partnerships with parents. Our overall parent attendance for our evening school events is high such as movie night, open house, and our In-N-Out Burger Fundraiser. We don't have the same level of participation with other events, parent conferences, or curriculum nights.

Root Cause 10: Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families. The school does not have parent data regarding our environment as a parent survey hasn't been sent out in several years.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Our enrollment has been steadily increasing for the past few school years. This is causing us to need additional classes yet we don't have the space for more classrooms. We've also been experiencing an increase in behavioral problems due to having larger class sizes.

Root Cause 11: An increase in enrollment, transfers, and a lack of space for classes to be spread out has impacted the number of behavior concerns. We need to consider how we can address the behavior concerns that have been caused by the increased enrollment.

Problem Statement 11 Areas: Demographics

Problem Statement 12: Half of student population feels like there is a likelihood that they could be bullied at school.

Root Cause 12: Continue providing time and resources to build community in the classroom including safety lessons about what to do if/ when they see bullying happen. Students tardies impede teachers from teaching SEL lessons to all students.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: August 9, 2024




Guiding Objective 1: Optimize Engaging and Diverse Learning







Goal 1: By May 2025, 75% of Kinder-2nd grade students will meet or exceed district expectations for Reading.




High Priority





HB3 Guiding Objective

Evaluation Data Sources: MAP, Running Records/ Fountas & Pinnell, formal and informal progress monitoring

Strategy 1 Details	Reviews			
Strategy 1: Update materials in the guided reading library to include a variety of leveled texts and genres, and reorganize to improve functionality. Strategy's Expected Result/Impact: Increase in student achievement. Staff Responsible for Monitoring: Administration, coaches, interventionists. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 Funding Sources: Guided Reading Library - 211 Title I - 211-11-6329-00-135-99-000 - \$4,000	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Utilize 4 Small Group Title 1 Interventionists to work 4 days a week with struggling students to meet grade-level standards in reading. Strategy's Expected Result/Impact: Increase in student achievement. Running records, assessments, and screeners. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Interventionists - 211 Title I - 211-11-6117-00-135-30-000 - \$55,000		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Create unit assessment plans based on specific needs of the students in each grade level through consistent implementation of the PLC process/ MTSS. Small groups will be intentionally planned based on specific needs of the students in each grade level. Strategy's Expected Result/Impact: Students will have deeper learning and mastery of essential standards. All learners will make improvements in areas of weakness or receive enrichment in areas where they are successful. Staff Responsible for Monitoring: Teachers, Administrators & Coaches Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 3 Funding Sources: Title I Instructional Coach - 211 Title I - 211-13-6119-00-135-30-000 - \$85,111		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 4 Details		Reviews			
Strategy 4: Provide supplemental programs and services including: state assessment remediation, PreK-3rd Readiness Skill Support, Core-Subject Small Group Instruction, and Emergent Bilingual Support. Strategy's Expected Result/Impact: Increase student achievement on state and local assessments Staff Responsible for Monitoring: Administrators, Coaches, and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 2 Funding Sources: Supplemental services and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$261,000		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: We have a higher teacher turnover in our monolingual classes than our bilingual classes. Our bilingual students have had greater consistency in their learning due to less teacher turnover, but we don't have the consistency we need for our Monolingual classes. Root Cause: There has been less turnover in the bilingual vertical alignment of teachers. We need to consider how we can effectively support ALL our teachers to support & retain them.
Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.
Student Learning
Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quarter. Root Cause: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements. There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.
Problem Statement 2: Math MAP and STAAR subcategories in all subjects are close to or below the 80/50/20 criteria and/or below the national average for expected growth levels and achievement. Root Cause: Priority goes to Reading for Tier groups due to lack of staff/ time in the day to fit in math & reading interventions as well as a lack of teacher retention in monolingual/ consistency in instruction and teachers.
Problem Statement 3: Consistent data tracking is not happening through the campus. Some grade levels are tracking data, but it has not been set up as a priority to track student progress. Root Cause: We have been setting up systems around PLC and MTSS for the last few years. The focus will shift to data protocols within PLC & MTSS.

School Processes & Programs




Problem Statement 3: New Teacher PLC needs to be more frequent with specific goals. Mentors need to have a specific set of responsibilities and number of Check-ins. **Root Cause:** Not enough support for new teachers & no accountability for Mentors. We need to support new teachers by showing them how to find programs/data, go over specific expectations for filling out SNAP, how to pull MAP data and what it can be used for. Bi-weekly check ins with mentors to make sure mentors are doing check-ins with the mentee & provide one-on-one coaching opportunities.











Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May of 2025, 60% of students will make a year's worth of growth on their MAP assessment in both Reading and Math. (2023-2024 was approximately 54%)

High Priority

Evaluation Data Sources: MAP data, District Assessments, and Teacher Created Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Provide tutoring, STAAR camp sessions, additional club opportunities, and academic field trips to ensure that students meet their achievement and growth measures.</p> <p>Strategy's Expected Result/Impact: Students needing support and pushing towards mastery will be able to meet their respective measures. Students will also be given different opportunities through academic field trips that will help them to learn about various pursuits.</p> <p>Staff Responsible for Monitoring: Teachers and Instructional Leadership Team</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Tutoring and Academic Field Trip to support student achievement on state and local assessments - 211 Title I - 211-11-6117-00-135-30-000 - \$1,000, Academic Field Trip to support student achievement - 211 Title I - 211-11-6412-00-135-99-000 - \$5,000</p>				

Strategy 2 Details	Reviews			
Strategy 2: Participate in Data Dives during PLC to focus on student needs, monitoring data and planning next steps. Also, we will analyze Fall and Winter MAP results to determine specific student needs and plan targeted small group instruction and interventions. Strategy's Expected Result/Impact: Students will have differentiated learning in reading and writing to help meet their individual growth goals. Staff Responsible for Monitoring: Administrators, Coaches, Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Increase competency of teachers with subject specific content, curriculum, and other resources through targeted professional development and book studies. Strategy's Expected Result/Impact: Increased teacher efficacy and improved student achievement. Staff Responsible for Monitoring: Admin & Instructional Coaches Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Professional Development - 211 Title I - 211-13-6411-00-135-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Demographics

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

Student Learning

Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quarter. **Root Cause:** Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements. There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

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











School Processes & Programs

Problem Statement 1: We need better processes for holding data dives. Bi-Weekly to Monthly PLC where teachers fill out and bring Meets, Approaches, DNM data (online shared sheet with teams) over a specific formative and bring student work to discuss strategies. **Root Cause:** PLC is good for data dives, but tends to get off task easily. Holding teachers more accountable for having their data and coming up with solutions/strategies for how to get students to grow. This will also help support our Tier 2 interventions.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Our security specialist will conduct daily checks and debrief weekly on the safety of the building. Strategy's Expected Result/Impact: Safety and security will be closely monitored to ensure safety for all. Staff Responsible for Monitoring: Security officer, Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Meet once every nine weeks to evaluate existing campus safety drills and practices. The committee will discuss concerns and possible solutions regarding safety drills during the scheduled quarterly meeting. Strategy's Expected Result/Impact: Improve Response Time to drills and lessen the anxiety with teaching during the drills if needed. Staff Responsible for Monitoring: Administration & Security Officer Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1 Problem Statements:

School Processes & Programs

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

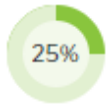





Perceptions








Problem Statement 3: Half of student population feels like there is a likelihood that they could be bullied at school. **Root Cause:** Continue providing time and resources to build community in the classroom including safety lessons about what to do if/ when they see bullying happen. Students tardies impede teachers from teaching SEL lessons to all students.

Guiding Objective 3: Optimize Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Host opportunities to develop positive parent relationships with the school through Family Nights, Open House, school programs and PTA events. Strategy's Expected Result/Impact: Increased school and community relationships Staff Responsible for Monitoring: Administration and teachers Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Parent Engagement - 211 Title I - 211-61-6399-00-135-99-000 - \$7,889	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Communicate events in monthly Parent SMORE, social media and Parent Square. Strategy's Expected Result/Impact: Increased parent communication and awareness of campus information. Staff Responsible for Monitoring: Administration Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Create opportunities for parents to volunteer through events like field day, Turkey Trot, field trips, and other functions. Strategy's Expected Result/Impact: List of volunteers and volunteer luncheon participation. Staff Responsible for Monitoring: Administration, office staff Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 1 Problem Statements:

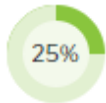






Perceptions
<p>Problem Statement 1: Teachers struggle to communicate with families efficiently as Parent Square is not utilized by families effectively. Root Cause: 99% of families are contactable, 96% families have phones, 71% have downloaded the app, 25% have opted in for text message alerts, 80% receive emails. 64% are receiving notifications through the app. We need to figure out how to get more parents to interact through Parent Square.</p> <p>Problem Statement 2: We need to develop partnerships with parents. Our overall parent attendance for our evening school events is high such as movie night, open house, and our In-N-Out Burger Fundraiser. We don't have the same level of participation with other events, parent conferences, or curriculum nights. Root Cause: Barriers that prevent engagement could include language, parent work schedules, their own experience with school, and a lack of opportunity by the school itself to provide various engagement opportunities that would appeal to all families. The school does not have parent data regarding our environment as a parent survey hasn't been sent out in several years.</p>

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

Goal 1: By October 2024, utilizing a system wide behavior support plan & regular morning meetings, there will be consistency in managing behavior so that classroom engagement is 80% or higher.

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize Sanford Harmony SEL curriculum and Restorative Practices to ensure that our students learn appropriate social and emotional skills to be successful, including the use of sensory and calm down tools to help them regulate. Strategy's Expected Result/Impact: Students will demonstrate appropriate regulation techniques to ensure that they can manage stress. Staff Responsible for Monitoring: Counselor and teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2, 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 3 Funding Sources: Social-Emotional Learning materials - 211 Title I - 211-11-6399-00-135-99-000 - \$200	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reduce ISS/ OSS rates by 10% from the previous year. Strategy's Expected Result/Impact: In class restoration techniques will keep students in class learning. Staff Responsible for Monitoring: MTSS Team, Counselor & Administration Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
Strategy 3: Implement a school-wide incentive and recognition plan to promote good behavior. Strategy's Expected Result/Impact: Students will be incentivized to make good choices and work for rewards. Staff Responsible for Monitoring: Office staff and assistant principal. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2 Funding Sources: Incentive Materials for Students - 211 Title I - 211-11-6399-00-135-99-000 - \$500		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: Our students come from various backgrounds and require additional support that must be met with targeted interventions. We have had a large influx of newcomers to the country that need additional support due to lack of schooling in their home country as well as seeing increased mobility across the campus. Root Cause: There is a need to provide support for all staff and students so that learning at the highest quality can occur. We need to make sure we have the right training for staff, the right curriculum and additional supports needed for the increased needs.</p> <p>Problem Statement 3: Our enrollment has been steadily increasing for the past few school years. This is causing us to need additional classes yet we don't have the space for more classrooms. We've also been experiencing an increase in behavioral problems due to having larger class sizes. Root Cause: An increase in enrollment, transfers, and a lack of space for classes to be spread out has impacted the number of behavior concerns. We need to consider how we can address the behavior concerns that have been caused by the increased enrollment.</p>
Student Learning
<p>Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quarter. Root Cause: Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements. There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.</p>
School Processes & Programs
<p>Problem Statement 2: Student behaviors and outcomes require continuous support both from teachers and administration. Root Cause: We have established systems around routines, procedures, and expectations in order to maximize behavior and learning outcomes. However, we need to build consistency across the campus and throughout the school year. Tardies are interfering with Sanford Harmony/ community building time that is embedded in the day.</p>

Perceptions








Problem Statement 3: Half of student population feels like there is a likelihood that they could be bullied at school. **Root Cause:** Continue providing time and resources to build community in the classroom including safety lessons about what to do if/ when they see bullying happen. Students tardies impede teachers from teaching SEL lessons to all students.

Guiding Objective 5: Optimize All Available Resources

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Pair new teachers and teachers that need additional support with mentors or coaches. We will also provide extended planning opportunities after school or during the school day for new staff to get additional support. Strategy's Expected Result/Impact: New teachers and teachers needing support will improve instruction and learning for students. Staff Responsible for Monitoring: Instructional Leadership Team, Mentor teachers Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 1 - School Processes & Programs 3 Funding Sources: Substitutes - 211 Title I - 211-11-6112-00-135-30-000 - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:

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







School Processes & Programs

Problem Statement 3: New Teacher PLC needs to be more frequent with specific goals. Mentors need to have a specific set of responsibilities and number of Check-ins. **Root Cause:** Not enough support for new teachers & no accountability for Mentors. We need to support new teachers by showing them how to find programs/data, go over specific expectations for filling out SNAP, how to pull MAP data and what it can be used for. Bi-weekly check ins with mentors to make sure mentors are doing check-ins with the mentee & provide one-on-one coaching opportunities.

Guiding Objective 5: Optimize All Available Resources

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

Evaluation Data Sources: Teacher created formatives, benchmarks, and state testing. Progress in MTA through MTA benchmarks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Provide Classkick for STAAR tested grade levels, Reading A-Z/ Raz-Kids for Kinder-3rd grades, Read Naturally for Dyslexia/ SPED, etc. as supplemental technological programs so teachers can better assess and track student progress.</p> <p>Strategy's Expected Result/Impact: Students moving from approached to mastery will increase.</p> <p>Staff Responsible for Monitoring: STAAR level teachers and Instructional Leadership Team.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: Technology Resources - 211 Title I - 211-11-6395-00-135-99-000 - \$5,000</p>				
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 2: Purchase additional materials that will assist in supplementing for both extension and intervention/support. Including the use of classroom materials, books, student technology resources, STEM materials, Physical education, student workbooks, organizational items to support self-efficacy skills, and libraries.</p> <p>Strategy's Expected Result/Impact: With additional items at teacher and student disposal, students will have a varied learning experience which will lead to student growth & self-efficacy.</p> <p>Staff Responsible for Monitoring: Teachers and Admin team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Instructional & Organizational Materials - 211 Title I - 211-11-6399-00-135-99-000 - \$10,300</p>				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2 Problem Statements:

Demographics

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

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

Student Learning

Problem Statement 1: Our Fall to Spring MAP growth in Math and Reading for Kinder through 3rd is either below or just at the national average for expected growth levels. Additionally, although we have made growth, we consistently rate towards the bottom quarter. **Root Cause:** Tier I instruction in mathematics and small group instruction in reading needs to be targeted in order to make growth improvements. There continues to be a need for coaching teachers as well as addressing behavior techniques in order for students to have clear goals, routines, and expectations.

State Compensatory

Budget for McLaughlin Strickland Elementary

Total SCE Funds: \$261,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I - Previous

1.1: Comprehensive Needs Assessment

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

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online surveys, 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.

Title I - Updated

Campus Improvement Committee

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

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024