Carrollton-Farmers Branch Independent School District

McWhorter 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

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Comprehensive Needs Assessment

Revised/Approved: May 15, 2024

Demographics

Demographics Summary

Kathryn S. McWhorter is a Pre K - 5th grade Title I campus that is located in north Dallas in the Carrollton Farmers Branch Independent School District. McWhorter Elementary is nestled in an area of Dallas that has both urban and suburban qualities. The campus is predominantly a neighborhood school where all students live within a two mile radius of the school so most students either walk to school or parents drive them; the only transportation service McWhorter receives is for their special education students. McWhorter Elementary receives 95% of their enrollment from fourteen apartment complexes and has not enrolled any students from the upper middle class homes that border the school. Over the past three academic school years, McWhorter has experienced a increase in enrollment of approximately 700 students. The current enrollment at McWhorter is 721 students and rising. McWhorter is still experiencing growth in student enrollment in the Hispanic demographic in part due to families being granted asylum from Venezuela. Due to this increase, our current student demographic has shifted to now we are: 48.14% down from 51.57% African American, 42.55% up from 38.18% Hispanic (our fastest growing demographic), 3.15 % down from 3.85% White, 1.15% ~ 1.14%, Asian, 0.14 % down from .28% American Indian, and 4. 58% down from 4.99% claiming Two or More Races.

Our attendance numbers have increased from 2022 to 2023. In certain grade levels student attendance increased dramatically. In our special program, ECSE, we experienced an 11.8% increase from 2022, and in 2nd grade we experienced a 2.5% increase in student attendance. Our overall attendance rate compared to 2022 showed approximately a 2% increase as we are becoming more effective in how we track attendance. The last published mobility rate (2021-22) in TAPR for McWhorter shows a mobility rate of 32.0% up from 30.05% the previous year. However, we anticipated an increase in the mobility rate in the 2024-25 school year as rents have started to increase in the area due to the housing shortage. McWhorter Elementary is anticipating an increase in the number of students in the 2024-25 school year receiving Free and Reduced Lunches as the economy continues this trend in the Dallas/Fort Worth area and nationwide. At present McWhorter serves 88.68% of its students for Free and Reduced Lunch, up from 85.04% from the previous year. A true picture of the diversity we see on our campus, McWhorter services 36% Emergent Bilingual students, 25% Bilingual students and 3% ESL students. Our Gifted and Talented students are only 3% of our student population, 17% Special Education, and 37% of students are identified as At Risk which is down 2% from 2022. McWhorter also offers Special Education programs to our youngest of coyotes in Early Childhood Special Education offering sections for three and four year old students who have been identified through Child Find.

Kathryn S. McWhorter employs a high-quality, caring, and talented staff of educators and support staff. Knowing that students do best when they see mirrors of themselves and other cultures as being successful, the staff at McWhorter closely aligns with our current demographic. Of the fifty-six administrative, professional and support staff, 24% are African American, 29% are Hispanic, 43% are White, and 4% are Asian.

Demographics Strengths

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

- McWhorter is a community school that serves the needs of the community.

- On-campus programs are aligned with student needs.

- Parents feel that the school is concerned about the success of their students.

- McWhorter has strong word-of-mouth communication among parents and the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected. However, in 2023 there was a 2% increase in student attendance according to OnData Suite, but the attendance rate is still below 94% which is the goal for McWhorter.
Root Cause: There has been a perception among parents that school attendance is not important due to past experiences. Further, the increase in students enrolling from other countries has affected attendance, as families may not understand attendance expectations or rules.

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

Student Learning

Student Learning Summary

At McWhorter, student learning is always challenging as the campus serves students who come to school not quite ready for school or severely below grade level. There are still lingering effects from the COVID-19 pandemic that are affecting McWhorter, especially with teachers. We have several teachers who are adjunct teachers that are working on their teaching certification. Our students need high-quality teachers who can differentiate for a wide variety of needs, but do not always get the support they need. Therefore, we decided to focus on STAAR scores this year to identify gaps in student learning.

STAAR Spring 2024	Approaches	Meets	Masters
	2023 / **24**	2023 / **24**	2023 / **24**
3rd Grade Reading	20% / **29.4%**	12% / **25.5%**	10% / **13.7%**
3rd Grade Reading - Spanish	9% / **22.9%**	16% / **11.5%**	44% / **19.7%**
4th Grade Reading	12% / **34.0%**	19% / **21.4%**	6% / **8.9%**
4th Grade Reading - Spanish	20% / **12.8%**	37% / **7.7%**	20% / **10.3%**
5th Grade Reading	16% / **17.8%**	15% / **26.7%**	7% / **13.3%**
5th Grade Reading - Spanish	25% / **30.8%**	16% / **26.9%**	25% / **15.4%**
3rd Grade Math	17% / **30.9%**	16% / **16.9%**	4% / **14.3%**
4th Grade Math	6% / **20.6%**	22% / **22.1%**	9% / **4.4%**
5th Grade Math	20% / **21.4%**	14% / **30.4%**	1% / **8.9%**
5th Grade Science	22% / **32.8%**	21% / **10.9%**	14% / **9.1%**

Reading:

This year there were several celebrations in Reading starting with the growth in the Meets and Masters at all grade levels. There is still much to focus on in Reading as we continue to strive toward Meets and Masters for our students. With the steady increase of students enrolling in our school with little to no experience in school, we know that we will have to continuously focus on a wide variety of reading skills, especially decoding and phonics, even in our intermediate grade levels, to ensure all students are learning to read and developing the skills necessary for success. With the introduction of a new reading curriculum, we are confident that our students will continue to develop these skills and we will continue to see success in this area.

Math:

The Math performance of students on STAAR showed the percentages in most categories either stayed consistent or increased. A celebration would be in 4th grade the increase in the Approaches and Masters categories. Our emergent bilingual population dramatically increased this year, affecting our scores, as many students had little to no experience in school. Additionally, math skills continuously build on each other and academic vocabulary is necessary to understanding some mathematical concepts. As we move into the next school year, focus on emergent bilingual strategies in the classroom will be key to ensure every student has the ability to be successful.

Science:

From 2023 to 2024, our Science scores saw a drop in the Meets and Masters categories. While this is a trend across the district, we believe that we will need to focus on implementing Siedlitz strategies to help increase academic vocabulary and language acquisition across all grade levels.

Student Learning Strengths

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

- Through goal setting, students are able to show growth in their MAP scores.

- Students achieve their goals when given targeted instruction that focuses on the specific needs of students.

- Students at McWhorter can and want to learn.

- Students do significantly better when placed in small groups that are fluid.

- Focusing on high-impact instructional strategies significantly improved student performance on STAAR assessments.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MAP data and Reading levels indicate that transitions from grade level to grade level is problematic. MAP scores in Kinder are high, but once students transition to 1st grade students struggle significantly to read at grade level.
Root Cause: MAP, Reading levels, and iStation data rarely align with each other. Additionally, teachers need to be trained on data analysis in K - 2nd grade to understand how all assessments align to each other and how they can use this data to focus on specific skills.

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

Problem Statement 3 (Prioritized): Longitudinal STAAR Data in grades 3-5 Mathematics show scores significantly lower than the District Scores and Board Goals for McWhorter at Meets Grade Level passing standards for All students.
Root Cause: Students understanding of number sense and their lack of fact fluency has created a gap in student learning. Novice teachers lack the deep content knowledge needed to teach math and deliver effective strategies.

Problem Statement 4: Staff need additional training in order to unpack essential standards in Tier 1 instruction.
Root Cause: The staff doesn't understand which standards are power standards and which ones are not. Further, teachers may not know the prior-needed skills to help fill gaps in student learning.

Problem Statement 5 (Prioritized): RtI instruction lacks consistency on campus and district wide.
Root Cause: There is no clear standard for administering effective RtI instruction. Teachers are not trained in effective intervention instruction and high-quality interventionists are challenging to find and fund. Scripted programs do not always meet the needs of all students.

Problem Statement 6 (Prioritized): Longitudinal STAAR Data in 5th grade Science show scores significantly lower than the District Scores (greater than 20% point difference) for 2 consecutive years at the Approaches Grade Level passing standards for All Students.
Root Cause: Students returned to school with insufficient understanding of academic vocabulary in science. Students need more hands on experience in science.

School Processes & Programs

School Processes & Programs Summary

This year, the administrative staff worked in collaboration with Matt Pope to develop the McWhorter Instructional Playbook to identify high-impact strategies that would positively affect student achievement. Additionally, we partnered with Solution Tree to focus our professional learning communities and make our collaborative team time more effective. We believe that focusing on instruction and data will help us implement effective teaching strategies and improve student achievement opportunities.

School Processes & Programs Strengths

McWhorter Elementary has identified the following strengths:

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The "Great Resignation" has been problematic for McWhorter as 29% of the Professional Staff will not be returning for the 2024-25 school year.
Root Cause: Many staff members sought other opportunities in and outside of the district. Additionally, several staff members were adjunct teachers who did not complete their certification requirements by the deadlines set by the district. It is difficult to build a culture when staff members are constantly leaving.

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

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

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

Problem Statement 5 (Prioritized): Teachers are unsure of how to adequately meet the needs of their students through the RtI process.
Root Cause: The process for maintaining records in the Eduphoria Aware program is cumbersome and time-consuming to complete. There was a lack of teacher training on the true

RtI process and how it works. Running Records training was not in depth enough for new teachers & ESSER interventionists. Unavailability of Bilingual teachers to adequately support growing Emergent Bilingual student population.

Perceptions

Perceptions Summary

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

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

McWhorter Elementary is aware of the trauma that our students experience in their lives and have taken action steps to support students and their families. The administrative team, counselor, Positive Behavior Facilitator (PBF), and Behavior Resource Specialist (BRS) known as the Behavior Administrative Team (BAT) work collaboratively to ensure student behavior is handled with the understanding that students coming from trauma need added social and emotional support to be successful. Through these positive interactions with students and parents, McWhorter's students are given the tools to self-regulate and parents are given support in handling behaviors that are not typical of school age children. The BAT team meets monthly to disaggregate the data from discipline reports and develop steps to curb undesirable behaviors with students who exhibit repeated behaviors that are not typical of school ages students based on referrals and suspensions. In the 2022-23 school year the amount of in-school suspensions has decreased due to the proactive approach to discipline and training in restorative practices with the installation of the Positive Action Center (PAC). PAC was a pilot on McWhorter's campus as a way to apply the restorative practices being taught throughout the day. The perception among staff members, however, did not mirror the resources that were available to support teachers and students.

McWhorter Elementary also places a priority on creating a family and community friendly school environment. We are proud of the partnerships with the churches and businesses within our community. Through these partnerships, McWhorter has been able to supply each student at the beginning of the school year with the supplies needed for the start of the first semester of the school year, feed over 400+ families at Thanksgiving, supply rental and utility assistance for families in need, as well as clothing and food over the the holiday breaks and summer. In 2023-24, a food and clothing pantry was maintained to meet the immediate needs of parents and students.

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

McWhorter Elementary is known for the family events it provides for family engagement. From the beginning of the school year's "Back to School Bash" to the spring "Newcomers Night," parents are encouraged to attend these events to participate in their child's education experiences. Throughout the year parents are provided multiple

opportunities to meet with teachers to discuss their child's progress and to learn how to support their child at home academically.

Perceptions Strengths

McWhorter Elementary celebrates these strengths:

- A strong family culture that includes students, parents, and staff.
- In students surveyed in grades 3rd - 5th, 72% of students felt classroom instruction was rigorous and teachers took time to make sure they understood the material. Students also indicated that they had a strong sense of belonging which was up 15% from the previous survey
- Family events are geared towards the needs of students and their families.
- McWhorter Elementary meets the needs of all students by providing families with the necessary resources for the whole family to be successful.
- Teachers are supported through the Behavior Administrative Team when problematic situations arise with students in the learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Based on the Upbeat Survey given to staff, 51% of staff members who took the survey did not feel that, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." Of the staff who took the survey 45% of the staff did not feel that, "Disciplinary practices are applied fairly to all students at my school."
Root Cause: The shift in more restorative practices for student behavior was not well received by staff. 2. Only two staff members out of forty six teachers were able to attend the Restorative Practice professional development offered by the district. 3. New staff members were not properly trained in the expectations, processes and protocols for behavior before the beginning of the school year. (ABC data)

Problem Statement 2 (Prioritized): Students in grades 3rd - 5th felt school safety was a concern. Students also felt that other student's behavior impeded their learning which was at 45% which remained consistent from last year's survey.
Root Cause: In some classes teachers struggled with classroom management among this group of students. 2. When problematic behavior manifest itself teachers will ill equipped plans in place that were effective 3. Student engagement was lacking causing problematic behaviors to occur.

Problem Statement 3: Parents will attend events at school tied to their child's performance or to an event that is not tied to academics. Parent Conferences and academic events are still not as well attended as those that are non-academic.
Root Cause: Parents did not partner with teachers to assist their children academically. 2. Parents were not as vested in student achievement as teachers and the campus did not hold parents accountable for their child's learning. 3.

Priority Problem Statements

Problem Statement 1: Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected. However, in 2023 there was a 2% increase in student attendance according to OnData Suite, but the attendance rate is still below 94% which is the goal for McWhorter.

Root Cause 1: There has been a perception among parents that school attendance is not important due to past experiences. Further, the increase in students enrolling from other countries has affected attendance, as families may not understand attendance expectations or rules.

Problem Statement 1 Areas: Demographics

Problem Statement 2: MAP data and Reading levels indicate that transitions from grade level to grade level is problematic. MAP scores in Kinder are high, but once students transition to 1st grade students struggle significantly to read at grade level.

Root Cause 2: MAP, Reading levels, and iStation data rarely align with each other. Additionally, teachers need to be trained on data analysis in K - 2nd grade to understand how all assessments align to each other and how they can use this data to focus on specific skills.

Problem Statement 2 Areas: Student Learning

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

Root Cause 3: Students understanding of number sense and their lack of fact fluency has created a gap in student learning. Novice teachers lack the deep content knowledge needed to teach math and deliver effective strategies.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Historically, students receiving Special Education Services have scored significantly below their general education peers in Reading and in Mathematics.

Root Cause 4: Insufficient understanding in the rigor of content area subjects. Further, general and special education teachers have limited time to collaborate about students. Special education teachers and paraprofessionals are not highly trained in subject area content.

Problem Statement 4 Areas: Student Learning

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

Root Cause 5: Students returned to school with insufficient understanding of academic vocabulary in science. Students need more hands on experience in science.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: RtI instruction lacks consistency on campus and district wide.

Root Cause 6: There is no clear standard for administering effective RtI instruction. Teachers are not trained in effective intervention instruction and high-quality interventionists are challenging to find and fund. Scripted programs do not always meet the needs of all students.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Based on the Upbeat Survey given to staff, 51% of staff members who took the survey did not feel that, "Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes." Of the staff who took the survey 45% of the staff did not feel that, "Disciplinary practices are applied fairly to all students at my school."

Root Cause 7: The shift in more restorative practices for student behavior was not well received by staff. 2. Only two staff members out of forty six teachers were able to attend the Restorative Practice professional development offered by the district. 3. New staff members were not properly trained in the expectations, processes and protocols for behavior before the beginning of the school year. (ABC data)

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Students in grades 3rd - 5th felt school safety was a concern. Students also felt that other student's behavior impeded their learning which was at 45% which remained consistent from last year's survey.

Root Cause 8: In some classes teachers struggled with classroom management among this group of students. 2. When problematic behavior manifest itself teachers will ill equipped plans in place that were effective 3. Student engagement was lacking causing problematic behaviors to occur.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Teachers are unsure of how to adequately meet the needs of their students through the RtI process.

Root Cause 9: The process for maintaining records in the Eduphoria Aware program is cumbersome and time-consuming to complete. There was a lack of teacher training on the true RtI process and how it works. Running Records training was not in depth enough for new teachers & ESSER interventionists. Unavailability of Bilingual teachers to adequately support growing Emergent Bilingual student population.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: The "Great Resignation" has been problematic for McWhorter as 29% of the Professional Staff will not be returning for the 2024-25 school year.

Root Cause 10: Many staff members sought other opportunities in and outside of the district. Additionally, several staff members were adjunct teachers who did not complete their certification requirements by the deadlines set by the district. It is difficult to build a culture when staff members are constantly leaving.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: August 7, 2024

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By May 2025, 3rd grade students at McWhorter will meet the HB3 Board Goals in Reading at 44% Meets Grade Level category for All Students (an increase of 3% points from 2023 STAAR performance).

> **High Priority**
>
> **HB3 Guiding Objective**
>
> **Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
Strategy 1: Utilize small group instruction and CTT to plan for small groups and intervention. Students will receive added support in phonological and vocabulary instruction through the use of magnetic letters and letter tiles and vocabulary academic programs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improved reading performance scores **Staff Responsible for Monitoring:** Principal & AP **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Small Group Teachers - 211 Title I - 211-11-6117-00-129-30-000	50%	75%	85%	

Strategy 2 Details	**Reviews**			
Strategy 2: Monitor student reading progress through district tracker and other district resources.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student reading performance scores	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers **Title I:** 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math	20%	70%	80%	

Strategy 3 Details	**Reviews**			
Strategy 3: Utilize Small group interventionist to support Emerging Bilinguals in reading.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student growth by the end of the school year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Targeted Support Strategy** **Funding Sources:** Small Group Interventionist-Assistant - 211 Title I - 211-11-6129-00-129-30-000 - $35,716	✗	✗	✗	

Strategy 4 Details	**Reviews**			
Strategy 4: Utilize Content Coaches in all subject areas to support teachers in planning and instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student growth by the end of the year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Title I Instructional Coaches - 211 Title I - 211-13-6119-00-129-30-000 - $125,443	50%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Utilize high quality books and magazines (online and in hand) for students that focus on student interest in Fiction and Non-Fiction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase student's reading performance in science and social studies in English and Spanish. **Staff Responsible for Monitoring:** Principal & Asst. Principal **Title I:** 2.4, 2.6	100%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Increase understanding of second language acquisition for Emergent Bilinguals by attending National Association for Bilingual Education.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To increase the amount of students exiting TELPAS. **Staff Responsible for Monitoring:** Principal **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 **Funding Sources:** Principal attending National Association for Bilingual Education. - 211 Title I - 211-23-6411-00-129-99-000	✗	✗	✗	

Strategy 7 Details	Reviews			
Strategy 7: Provide accelerated learning opportunities for students who were unsuccessful on STAAR; meet requirements of HB 1416 by utilizing small group teachers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will meet the requirements of HB 1416 by intentional instruction provided by teaching professionals and Progress Learning tied to the TEKS. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** Small Group Teachers - 211 Title I - 211-11-6117-00-129-30-000 - $9,772, Supplemental intervention and resources for at-risk students - 199-SCE State Comp Ed (SCE) - $6,365	35%	50%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
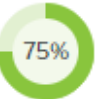
Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2025, 3rd grade students at McWhorter will surpass the HB3 Board Goals in Mathematics at 21% Meets Grade Level category for All Students (an increase of 3% points from 2024 STAAR performance).

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR

Strategy 1 Details				Reviews			
Strategy 1: Utilize small group instruction and CTTs to plan for small groups and interventions. And provide math materials and resources to support students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student math performance scores **Staff Responsible for Monitoring:** Principal & Assistant Principal				Oct	Jan	Mar	June
TEA Priorities: Build a foundation of reading and math **Funding Sources:** Math Materials and Resources - 211 Title I - 211-11-6399-00-129-99-000				50%	70%	75%	

Strategy 2 Details				Reviews			
Strategy 2: Monitor student progress through district tracker to track student achievement and growth.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student math performance scores **Staff Responsible for Monitoring:** Principal and Assistant Principal				Oct	Jan	Mar	June
				40%	70%	75%	

Strategy 3 Details				Reviews			
Strategy 3: Utilize Content Coaches in ELAR, Math and Science to assist teachers and small group interventionist in understanding how to unpack essential standards to apply them to instruction to move student growth.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Student achievement will increase **Staff Responsible for Monitoring:** Administrators				Oct	Jan	Mar	June
Title I: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				45%	70%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
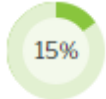
Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 2025, 5th grade students at McWhorter will increase Approaches Grade Level performance on STAAR Science by 5%.

High Priority

Evaluation Data Sources: STAAR
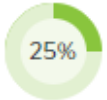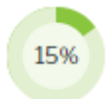
Strategy 1 Details	Reviews			
Strategy 1: Train Kindergarten through 5th Grade teachers in HMH by using hands on materials and resources. **Strategy's Expected Result/Impact:** Improve student science performance scores **Staff Responsible for Monitoring:** Principal & Assistant Principal	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	15%	50%	85%	
Strategy 2 Details	**Reviews**			
Strategy 2: Introduce science academic vocabulary at all grade levels through word walls, reading non-fiction text about science from the reading curriculum, and writing about experiments using the academic vocabulary. **Strategy's Expected Result/Impact:** Improved student science performance scores **Staff Responsible for Monitoring:** Principal & Assistant Principal **Targeted Support Strategy**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	15%	80%	90%	
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By May 2025, students served by special education will increase student performance across all tested subjects and grades by 3%.

    High Priority

    Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			

Strategy 1: Evaluate all special education student minutes to identify areas where learning lab and inclusion minutes can be increased to keep students in Tier 1 instruction longer with supports.
    Strategy's Expected Result/Impact: Improve special education performance scores
    Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers
	Formative			**Summative**

	Oct	Jan	Mar	June
	15%	35%	25%	

Strategy 2 Details	Reviews			

Strategy 2: Provide training for special education teachers and paraprofessionals regarding small group instruction
    Strategy's Expected Result/Impact: Improve special education performance scores
    Staff Responsible for Monitoring: Principal, Assistant Principal, and teachers
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
	Formative			**Summative**

	Oct	Jan	Mar	June
	15%	30%	30%	

Strategy 3 Details	Reviews			

Strategy 3: Provide quality reading intervention to help students who reading significantly below grade level.
    Strategy's Expected Result/Impact: Teachers will have research based intervention materials to use to move up struggling readers.
    Staff Responsible for Monitoring: Principal and Special Services Staff
 	
    Title I:
    2.4, 2.6
	Formative			**Summative**

	Oct	Jan	Mar	June
	15%	85%	90%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Goal 1: McWhorter will be 100% compliant in all safety and security drills for the 2024-25 school year.

    Evaluation Data Sources: Checklist for district-required drills

Strategy 1 Details				Reviews			
Strategy 1: Develop a schedule for all safety drills within the first 10 days of school				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% compliance in all safety drills **Staff Responsible for Monitoring:** Principal and Assistant Principal				**Oct**	**Jan**	**Mar**	**June**
				100%	100%	100%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue							

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

Goal 2: By September 15, 2024, McWhorter will re-address the Safety and Security command positions to align with the District Threat Assessment and drug crisis.
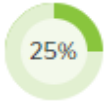
High Priority

Evaluation Data Sources: Threat Assessment and Drug training documentation

Strategy 1 Details	Reviews			
Strategy 1: Analyze available staff's strengths in the positions needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Creation of the Incident Command Team	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal	55%	100%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Goal 3: By the end of the 2024-25 school year all members of the Threat Assessment Team will be trained in the State threat assessment trainings.

High Priority

Evaluation Data Sources: Level I Threat Assessment documentation.

Strategy 1 Details	Reviews			
Strategy 1: Perform Level I threat assessments to determine the severity of each incident committed on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To identify students who threaten themselves and others and create a plan for student safety.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Threat Assessment Team / Administration **Title I:** 2.6	25%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Guiding Objective 3: Optimize Community Engagement

Goal 1: In the 2024-25 school year McWhorter will become and active PTA with membership goal of 75 members.

    Evaluation Data Sources: PTA membership numbers

Strategy 1 Details	Reviews			
Strategy 1: Sign parents up for PTA during Back to School Bash.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased PTA enrollment for parents	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PTA membership chair **Title I:** 4.2	15%	20%	70%	

0%	No Progress	100%	Accomplished	→	Continue/Modify	✕	Discontinue
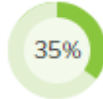
Guiding Objective 3: Optimize Community Engagement

Goal 2: By March 8, 2025, 90% of all 3rd - 5th grade parents will have a formal meeting with teachers and campus administrators for any 3rd - 5th grade student projected to perform below grade level on the Reading and Mathematics STAAR assessment. The child's academic progress and action steps based on student strengths and areas of growth will be discussed.

> **High Priority**
>
> **HB3 Guiding Objective**
>
> **Evaluation Data Sources:** Grades, MAP data, anecdotal notes from teachers

Strategy 1 Details		Reviews		
Strategy 1: Analyze all student data to identify students who are performing below grade level in 3-5 Grades		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve student academic progress	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal & Assistant Principal	15%	90%	100%	

Strategy 2 Details		Reviews		
Strategy 2: Identify 2nd Grade students who are performing below grade level		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve student academic progress and provide early intervention	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal & Assistant Principal	35%	95%	100%	

Strategy 3 Details		Reviews		
Strategy 3: Identify data points and provide information to parents to share gaps in their student's learning		**Formative**		**Summative**
Strategy's Expected Result/Impact: Improve student performance	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal	35%	20%	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Guiding Objective 3: Optimize Community Engagement

Goal 3: By April 2025, 40% of the parents will participate in all parent involvement activities that focus on instruction in content area subjects.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Sign In Sheets and Surveys

Strategy 1 Details		Reviews			
Strategy 1: Integrate hands on science by involving parents in a Science and STEAM night that incorporates TEKS base science activities.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improve student science performance scores **Staff Responsible for Monitoring:** Principal & Asst. Principal **Title I:** 2.4, 2.6, 4.2		N/A	N/A	100%	

Strategy 2 Details		Reviews			
Strategy 2: Engage parents in promoting literacy and Math by holding Bedtime Stories Night where parents will learn about early literacy and math skills.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improve students reading comprehension and math skills. **Staff Responsible for Monitoring:** Principal, APs and Coaches **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Literacy Night - Family Engagement - 211 Title I - 211-61-6329-00-129-99-000 - $1,728		10%	60%	70%	

Strategy 3 Details	Reviews			
Strategy 3: McWhorter will hold a Newcomers Parent Night to assist parents in understanding the how education and processes in CFBISD and McWhorter Elementary are beneficial to students and parents.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Parents understand the role of the school, McWhorter's Process for enrollment, policies and procedures, attendance, and technology . **Staff Responsible for Monitoring:** Principal, Newcomers Comittee. **Title I:** 2.6, 4.2 **Funding Sources:** Newcomer Parent Night - 211 Title I - 211-61-6399-00-129-99-000	N/A	N/A	20%	

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

Goal 1: By May of 2024-25 school year student perceptions of respecting others will increase by 5% points on the Panorama survey.

    Evaluation Data Sources: Panorama survey

Strategy 1 Details	Reviews			
Strategy 1: Improve classroom relationships through conflict management through the Kelso's Choice program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve social and emotional learning climate of the classroom through conflict management skills.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, SEL Facilitator **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy**	N/A	20%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Implement onboarding training for new hires to ensure expectations are introduced throughout the campus	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve social and learning climate of the classroom	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	25%	25%	50%	

Strategy 3 Details	Reviews			
Strategy 3: Develop a common definition of respect as to what it looks and sounds like for administration, teachers, students, staff, and parents.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The School Safety data from Panorama will increase favorably by 5% on Question 1 on the survey.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, teachers, counselors, and supporting staff. **Title I:** 2.6	35%	35%	35%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Goal 2: By the end of the 2024 -25 school year, student attendance will increase from 92.7% to 94.0%.

Evaluation Data Sources: Student attendance documentation
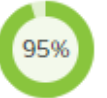
Strategy 1 Details	Reviews			
Strategy 1: Create and develop school activities that promote student engagement (e.g. positive reinforcement, live points, and student incentives) **Strategy's Expected Result/Impact:** Improve student attendance **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Counselor **TEA Priorities:** Improve low-performing schools	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	50%	95%	95%	

Strategy 2 Details	Reviews			
Strategy 2: Include Counselor on the Attendance Committee and schedule a time with the Attendance Committee once a week to address attendance concerns. **Strategy's Expected Result/Impact:** Improve student attendance **Staff Responsible for Monitoring:** Principal and Assistant Principal	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	50%	50%	50%	

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Goal 3: By the end of 2024-25, students will see and increase in the amount of points given to students for desirable behaviors based on character traits and attendance.

    High Priority

    Evaluation Data Sources: The amount f teachers giving points and the amount of students receiving points.

Strategy 1 Details	Reviews			
Strategy 1: Purchase Live School platform where students accrue points for desirable behaviors based on character, academics traits and attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: More desirable student behaviors on campus and more buy in from students.
    Staff Responsible for Monitoring: Administration and teachers.
 	
    Title I:
2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Live School Platform - 211 Title I - 211-11-6299-00-129-99-000
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Teachers will have a system in place to reward and track student's academics, attendance, and desirable behavior based on character traits.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: The positive impact will be students will set goals for academics, attendance, and desirable behavior which should increase their overall performance in school.
    Staff Responsible for Monitoring: Administration and teachers.
 	
    Title I:
2.5, 2.6
 - **ESF Levers:**
Lever 3: Positive School Culture
    Funding Sources: Incentives students can earn for academics, attendance, and desirable behavior based on character traits. - 211 Title I - 211-11-6399-00-129-99-000 - $141
	50%	90%	95%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 1: In the 2024-25 school year professional staff turnover will be reduced from 30% to 25%.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide onboarding for new teachers to the campus throughout the year that introduces staff to student engagement and instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved retention rates of teachers	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **TEA Priorities:** Improve low-performing schools	40%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: Schedule new hire meetings 3rd Wednesday of the month to support student engagement and instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher retention	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal	50%	35%	50%	

Strategy 3 Details	Reviews			
Strategy 3: Provide new teachers with campus-level mentors to provide support and guidance, as well as indoctrinate them to the McWhorter culture	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher retention	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and Assistant Principal	25%	25%	30%	

Strategy 4 Details	Reviews			
Strategy 4: Use staff meetings to provide team building activities that fosters collaboration and community among staff members.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To build more connections within staff and administration. **Staff Responsible for Monitoring:** Administration, Sunshine Committee, Counselors, Positive Behavior Facilitator **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	25%	10%	85%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

State Compensatory

Budget for McWhorter Elementary

Total SCE Funds: $6,365.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

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

Title I - 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 McWhorter's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

Title I - Updated

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Shenia Young-Brass	Assistant Principal
Classroom Teacher	Gabriela Retana	Kindergarten Bilingual Teacher
Classroom Teacher	Bethany Quiros	1st Grade Teacher
Classroom Teacher	Jana Pena	4th Grade Teacher
Classroom Teacher	Monique Adams	Special Education Teacher
Parent	Anntonia Lee	Parent
Parent	Madeline Curbelo	Parent
Community Representative	Morgan Edwards Shaw	Community Partner
Classroom Teacher	Julissa Zea	3rd Grade Teacher
Parent	Charity Ojei	Parent
Administrator	Eddie Reed	Principal
Classroom Teacher	Katy Garcia	Kindergarten ESL Teacher
Administrator	Yoely Alfano	Assistant Principal
Classroom Teacher	Katherine Bowling	Specials Teacher P.E.
Classroom Teacher	Lauren Lintelman	5th Grade Teacher Bilingual
Classroom Teacher	Joselyn Seymour Rueda	2nd Grade Teacher
Non-classroom Professional	Sarah Busby	Instructional Dyslexia Interventionist
Business Representative	John Hardimon	Business Partner
Community Representative	Kathryn S. McWhorter	Community Partner
District-level Professional	Sandi Johnson Boyd	Positive Behavior Facilitator

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