

# Carrollton-Farmers Branch Independent School District

## McWhorter Elementary

### 2025-2026 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

## Demographics

### Demographics Summary

Kathryn S. McWhorter is a Kinder - 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 and PK students.

McWhorter Elementary receives 95% of their enrollment from fourteen apartment complexes. Over the past three academic school years, McWhorter has experienced a increase in enrollment. and continues to experience growth in student enrollment in the Latino/Hispanic demographic due to families being granted asylum from Venezuela. Due to this increase, our current student demographic has shifted: 7% African American, Hispanic/Latino (our fastest growing demographic), % White, %, Asian, % American Indian, and % claiming Two or More Races.

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.

- 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. Our students need high-quality teachers who can differentiate for a wide variety of needs, but do not always get the support they need.

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

### 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.
- 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, counselors, Positive Behavior Facilitator (PBF), and Emotional Behavior Specialist (EBSS) 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. Parent Square 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: July 17, 2025

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By the end of the 2025-2026 school year, McWhorter will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Reading from 37% for monolingual students and 35% for bilingual students.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase Raz Kids licenses by Aug. 2025 to utilize as an online reading program to improve reading achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase reading levels using high interests books.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP and content coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Licenses for teachers on Raz Kids - 211 Title I - 211-13-6399-00-129-30-000 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Utilize Content Coaches in all subject areas to support teachers in planning and instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student growth by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Funding Sources:</b> Title I Instructional Coaches - 211 Title I - 211-13-6119-00-129-30-000 - \$181,326</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Reading teachers with MTSS and RtI training to support with interventions.  <b>Strategy's Expected Result/Impact:</b> Teachers will provide specific intervention to students based on target standards.  <b>Staff Responsible for Monitoring:</b> Principal , AP, and content coaches</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Funding Sources:</b> Supplemental support and resources to meet the need of at-risk students - 199-SCE State Comp Ed (SCE) - \$6,365</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide teachers with supplemental support and resources including: state assessment remediation, PreK-3rd Readiness Skill Tutorials, Core-Subject Small Group Instruction, and Emergent Bilingual Support..</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on state and local assessments.  <b>Staff Responsible for Monitoring:</b> Principal , AP, and content coaches</p> <p><b>TEA Priorities:</b>  Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Reading resources and supplemental items - 211 Title I - 211-11-6329-00-129-30-000 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Reading teachers attend PD's that will enhance instructional knowledge and increase overall student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic data  MAP data  STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and content coaches</p> <p><b>Title I:</b>  2.534  - <b>TEA Priorities:</b>  Improve low-performing schools  - <b>ESF Levers:</b>  Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Registration for out of district PD - 211 Title I - 211-13-6411-00-129-30-000 - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 2:** By the end of the 2025-2026 school year, McWhorter will increase a minimum of 5% in the percentage of Grade 3 students at Meets Grade Level or above on STAAR Math from 16% to 21%

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers with supplemental support and resources including: state assessment remediation, PreK-3rd Readiness Skill Tutorials, Core-Subject Small Group Instruction, and Emergent Bilingual Support..</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement on state and local assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , AP, and content coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide Reading teachers with MTSS and RtI training to support with interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will provide specific intervention to students based on target standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , AP, and content coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Utilize Reflex Math throughout the year to build addition, subtraction, multiplication and division math facts.</p> <p><b>Strategy's Expected Result/Impact:</b> Build addition, subtraction facts for 2nd-3rd, and build multiplication and division facts for 3rd-5th grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , AP, and math coach</p> <p><b>Funding Sources:</b> Reflex licenses for teachers - 211 Title I - 211-13-6399-00-129-30-000 - \$3,974</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Math teachers attend PD's that will enhance instructional knowledge and increase overall student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic data MAP data STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and content coaches</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Registration for out of district Math PD - 211 Title I - 211-13-6411-00-129-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 3:** By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

**High Priority**

**Evaluation Data Sources:** TELPAS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide staff with PD on language development to support best instructional practices for our English language learners, leading to an increase of 25% of our students who will reclassify.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve TELPAS proficiency levels by one or more.</p> <p><b>Staff Responsible for Monitoring:</b> Principal &amp; Assistant Principal</p> <p><b>Funding Sources:</b> Books &amp; 7 steps and QSSSA - 211 Title I - 211-13-6329-00-129-30-000 - \$3,800</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff will attend PD's that will enhance instructional knowledge and increase overall student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> TELPAS data Academic data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and language coaches</p> <p><b>Title I:</b> 2.534</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Registration for out of district PD - 211 Title I - 211-13-6411-00-129-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 4:** McWhorter will increase the percentage of students from 44% to 55% meeting growth measures from Beginning of Year to End of Year assessments on the Math MAP

**High Priority**

**Evaluation Data Sources:** Math MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math teachers will be provided a half day to data analyze Math MAP data in the fall and winter.  <b>Strategy's Expected Result/Impact:</b> Increase in student MAP growth.  <b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 5:** McWhorter will increase the percentage of students from 38% to 50% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP

**High Priority**

**Evaluation Data Sources:** Reading MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Reading teachers will be provided a half day to data analyze Reading MAP data in the fall and winter.  <b>Strategy's Expected Result/Impact:</b> Increase in student MAP growth.  <b>Staff Responsible for Monitoring:</b> Administration and teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 6:** McWhorter will increase the percentage of kindergarten - second grade students who perform at meets grade level on foundational skills mastery on MAP Reading Fluency Literacy screener in phonics and phonological awareness.

**High Priority**

**Evaluation Data Sources:** MAP Reading Fluency

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> K-2nd grade Reading teachers will be provided a half day to analyze data on the Reading Fluency MAP data in the fall and winter.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase foundational skills to mastery on the Reading MAP Fluency</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Reading coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct PLC meetings using the Foundational Skills Lesson Internalization Protocol with Kinder -2nd grade teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will practice and internalize the HMH phonics lessons.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Reading coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 7:** By the end of the 2025-2026 school year, McWhorter Elementary will increase a minimum of 3% in the percentage of Grade 5 students at Meets Grade Level or above on STAAR Math from 17% to 20%.

**High Priority**

**Evaluation Data Sources:** STAAR, DCFA, MAP, Classroom Assessment Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Walkthrough feedback cycles to monitor instruction and use of multilingual instructional strategies will include coaching from district level administrators, campus administrators and instructional coaches. Specific monitoring on Tier 1 expectations, Fundamental 5,ELPS, visuals and curriculum alignment will be tracked, monitored and reinforced through staff development.</p> <p><b>Strategy's Expected Result/Impact:</b> Emergent Bilingual students will increase in meets grade level by a minimum of 3%.</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 8:** By May 2026, students in 4th and 5th grade who are served by special education will increase student performance in reading and math by 5%.

**High Priority**

**Evaluation Data Sources:** STAAR data

**Guiding Objective 1:** Optimize Engaging and Diverse Learning

**Goal 9:** Increase the percentage of continuously enrolled students achieving Meets Grade Level or above on STAAR Reading and Math by at least 10 percentage points.

**High Priority**

**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide daily small-group instruction during Tier 1 and intervention blocks, focusing on TEKS-aligned Reading and Math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing learning gaps</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct data meetings for every End of Unit Assessment to analyze student performance and identify students not on track to meet grade level.</p> <p><b>Strategy's Expected Result/Impact:</b> End of Unit Assessment Data</p> <p><b>Staff Responsible for Monitoring:</b> Content coaches and Administration</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Conduct frequent classroom walkthroughs with a focus on engagement, rigor, and alignment to TEKS. <b>Strategy's Expected Result/Impact:</b> End of unit <b>Staff Responsible for Monitoring:</b> Content coaches and Administration  <b>Title I:</b> 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use walkthrough data to inform PLCs and coaching cycles. <b>Strategy's Expected Result/Impact:</b> Instruction and assessments <b>Staff Responsible for Monitoring:</b> Content coaches and Administration  <b>Title I:</b> 2.53 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				

**Goal 9 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Since 2020 the attendance rate at McWhorter has shown an 8% increase in student absenteeism in 2021 based on the data collected. However, in 2023 there was a 2% increase in student attendance according to OnData Suite, but the attendance rate is still below 94% which is the goal for McWhorter. <b>Root Cause:</b> 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.
Student Learning
<b>Problem Statement 3:</b> Longitudinal STAAR Data in grades 3-5 Mathematics show scores significantly lower than the District Scores and Board Goals for McWhorter at Meets Grade Level passing standards for All students. <b>Root Cause:</b> 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.

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

**Goal 1:** By May 2026 provide consistent PD to McWhorter staff on the various drills the district has designated, as well as complete 100% of reconciliation staff and students on Raptor for each required safety drills.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus officer lead staff in PD's regarding safety and security; SRP booklet, Raptor and drills.  <b>Strategy's Expected Result/Impact:</b> 100% compliance in all safety drills  <b>Staff Responsible for Monitoring:</b> Administration and campus security officer</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** By May 2026 we will provide 1st, 4th and 5th grade opportunities to support their social emotional development.

**High Priority**

**Evaluation Data Sources:** Panorama  
Academic data  
STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Partner with Academy 4 and Prince of Peace to provide eight sessions with a mentor.  <b>Strategy's Expected Result/Impact:</b> Students will increase life and social skills.  <b>Staff Responsible for Monitoring:</b> Administration, counselors and teachers.</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Guiding Objective 3: Optimize Community Engagement**

**Goal 2:** By May 2026 we will invite 100% of our school community to engage and provide hands on events that are relevant to the skills being learned.

**High Priority**

**HB3 Guiding Objective**

**Evaluation Data Sources:** Academic

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide parents with learning and resources based on specific standards that will assist in practicing academic skills at home.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic MAP STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Manipulatives and resources for reading and math - 211 Title I - 211-11-6399-00-129-30-000 - \$840</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 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			
<p><b>Strategy 1:</b> Engage parents in promoting Reading literacy and Math with events that will learn about reading and math skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve students reading comprehension and math skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, content coaches and teachers</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Math and Reading materials - 211 Title I - 211-11-6399-00-129-30-000 - \$840</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Administration will provide monthly parent meetings pertaining to relevant information about the campus by May 2026.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic data MAP data STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Goal 1:** By May 2026 administration will 3rd-5th grade forums to seek out student voice on school climate, learning and classroom expectations to increase oral language on the panorama survey.

**High Priority**

**Evaluation Data Sources:** Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct grade level forums for 3rd-5th grade students at the beginning, middle and end of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY Panorama 2026 data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and counselors</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Goal 2:** By May 2026 we will motivate 100% of our students to follow our 7 Coyote Character traits; collaboration, organizers, you are trustworthy, optimistic, thinkers and encouragers.

**High Priority**

**Evaluation Data Sources:** Academic data

MAP data

STAAR data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Celebrate students by sharing their name on announcements and providing them with a book from the campus book vending machine when teachers recommend students for their displaying Coyote traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Panorama data Academic data MAP data STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Administration, counselors and teachers</p> <p><b>Title I:</b> 2.531 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue

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

**Goal 3:** By October 2025, staff will use Live School to assist in gaining desirable student behaviors based on character traits and attendance.

**High Priority**

**Evaluation Data Sources:** Discipline data  
Attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase Live School platform for staff to use to gain desirable behaviors based on the 7 Coyote traits.  <b>Strategy's Expected Result/Impact:</b> Discipline data Academic data  <b>Staff Responsible for Monitoring:</b> Administrators, counselors and teachers</p> <p><b>Title I:</b> 2.533                      - <b>TEA Priorities:</b> Improve low-performing schools                      - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> Live School Licenses - 211 Title I - 211-11-6399-00129-30-000 - \$3,600</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Goal 1:** By May 2026, student attendance rate will increase to 96%.

**High Priority**

**Evaluation Data Sources:** Academic data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct follow-up phone calls daily of students that are absent, as well as assure students receive continuous instructions.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and clerk</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Goal 2:** By May 2026, retain 80% of the teaching staff for the upcoming school year.

**High Priority**

**Evaluation Data Sources:** Staff survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain a teacher mentor program, mentors will check in with their mentee two times every 9 weeks to assist new staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff survey</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Principal will check in with new teachers at the BOY, MOY and EOY to assist with retaining quality teachers and staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 2.52</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Goal 3:** By June 2026 students will receive additional intervention to students their needs and assist with the next upcoming school year.

**High Priority**

**Evaluation Data Sources:** Academic data

MAP data

STAAR data

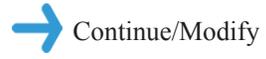
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By March 2026, 3rd-5th grade teachers will provide Saturday school to close students learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP data STAAR data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and content coaches</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Pay teachers for providing intervention tutorials - 211 Title I - 211-11-6117-00-129-30-000 - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By June 2026, Kinder - 2nd grade teachers will provide Saturday school to close students learning gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Academic data MAP data</p> <p><b>Staff Responsible for Monitoring:</b> Administration and content coaches</p> <p><b>Title I:</b> 2.53</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Pay teachers for providing intervention tutorials - 211 Title I - 211-11-6117-00-129-30-000 - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



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

## 1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

### 1.1: Description of CNA Process

McWhorter Elementary conducts an annual CNA using diverse data sources, including MAP, STAAR, TELPAS, OnData Suite, Panorama, Upbeat surveys, attendance, and feedback from parents, teachers, and community members. Focus areas include demographics, student achievement, school processes, and perceptions. The CNA was revised and approved on **May 15, 2024**.

### 1.2: Location for Evidence of Multiple Meetings Held

Evidence includes Campus Improvement Committee (CIC) participation, planning meeting documentation, and stakeholder surveys. Meeting input is reflected in CNA development, strategy formation, and goal reviews.

## 2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

### 2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

The CIP was developed based on the CNA findings, finalized after May 15, 2024, and formally approved by **August 7, 2024**. The plan is monitored quarterly and evaluated annually.

### 2.2: Stakeholders 1114(b)(2)

Stakeholder input was obtained from staff, parents, community members, and business partners through the CIC and planning sessions. A complete CIC member list is provided.

### 2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted on the district and campus websites with built-in translation features. ParentSquare and bilingual communications are used to ensure accessibility for English and Spanish-speaking families.

### 2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The CIP integrates services from Title I, SCE, SPED, EB, SEL, and AVID programs. Tiered supports and the SNAP process align intervention and academic strategies for all students.

### 2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Included in the plan:

- Academic interventions (WIN time, small group instruction, RTI, HB1416 implementation)
- Extended learning opportunities and SEL integration
- Supports for EB, SPED, and at-risk students
- Professional development (coaching, data analysis, Tier 1 instruction)
- Family engagement (STEAM night, Bedtime Stories Night, Newcomers Night)
- School safety and restorative practices

### **3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)**

#### **3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation**

The CIP is evaluated annually using STAAR, MAP, TELPAS, Panorama, discipline, and attendance data. The CIC and leadership team review quarterly progress and adjust strategies based on documented results.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ashley Malone	Title I Instructional RLA Coach	Title I	1
Jill Mowrey	Title I Instructional Math Coach	Title I	1

# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Counselor	Christina Rocha	Counselor
Bilingual Representative	Solange Peillard	4th Grade Teacher
Assistant Principal	Shenia Brass	Assistant Principal
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
Classroom Teacher	Julissa Zea	3rd Grade Teacher
Parent	Charity Ojei	Parent
Administrator	Luz Soto-Dimas	Principal
Classroom Teacher	Katy Garcia	Kindergarten ESL Teacher
Administrator	Sarah Sanchez	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
Business Representative	Kathryn S. McWhorter	Business Partner
District-level Professional	Sandi Johnson Boyd	Positive Behavior Facilitator

# Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental support and resources to meet the need of at-risk students		\$6,365.00
<b>Sub-Total</b>					\$6,365.00
<b>Budgeted Fund Source Amount</b>					\$6,365.00
<b>+/- Difference</b>					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Licenses for teachers on Raz Kids	211-13-6399-00-129-30-000	\$4,500.00
1	1	2	Title I Instructional Coaches	211-13-6119-00-129-30-000	\$181,326.00
1	1	4	Reading resources and supplemental items	211-11-6329-00-129-30-000	\$1,000.00
1	1	5	Registration for out of district PD	211-13-6411-00-129-30-000	\$1,000.00
1	2	3	Reflex licenses for teachers	211-13-6399-00-129-30-000	\$3,974.00
1	2	4	Registration for out of district Math PD	211-13-6411-00-129-30-000	\$1,000.00
1	3	1	Books & 7 steps and QSSSA	211-13-6329-00-129-30-000	\$3,800.00
1	3	2	Registration for out of district PD	211-13-6411-00-129-30-000	\$1,000.00
3	2	1	Manipulatives and resources for reading and math	211-11-6399-00-129-30-000	\$840.00
3	3	1	Math and Reading materials	211-11-6399-00-129-30-000	\$840.00
4	3	1	Live School Licenses	211-11-6399-00129-30-000	\$3,600.00
5	3	1	Pay teachers for providing intervention tutorials	211-11-6117-00-129-30-000	\$800.00
5	3	2	Pay teachers for providing intervention tutorials	211-11-6117-00-129-30-000	\$800.00
<b>Sub-Total</b>					\$204,480.00
<b>Budgeted Fund Source Amount</b>					\$204,480.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total Budgeted</b>					\$210,845.00
<b>Grand Total Spent</b>					\$210,845.00
<b>+/- Difference</b>					\$0.00

# 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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025