MCCLENDON EL

McClendon's Campus Improvement Plan
2026/2027

Be Bold	*Sé audaz*
Be Brave	*Sé valiente*
Be You	*Sé tu Mismo*
Be McClendon	*Sé McClendon*
Lead with CODE	*Lidera con CODE*

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MCCLENDON EL

Mission

Community ISD and McClendon is committed to providing a high-quality education that prepares students for their future.

En Community ISD y McClendon, estamos comprometidos a ofrecer una educación de calidad que prepare a cada estudiante para su futuro.

Vision

Empowering students by building Character, equipping them to take Ownership, fueling their Drive, and preparing them to achieve lifelong Excellence.

Empoderar a los estudiantes formando su Carácter, inspirando Orgullo personal, impulsando su Determinación y guiándolos hacia una Excelencia de por vida.

MOTTO
The Community CODE: Character, Ownership, Drive, and Excellence

El CODE de Community (por sus siglas en inglés): Carácter, Orgullo personal, Determinación y Excelencia.

Nondiscrimination Notice
MCCLENDON EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

MCCLENDON EL Site Base

Name	Position
Edwards, Melanie	Campus Administrator
Solis, Margarita	Campus Manager
Cummings, Mallory	Teacher
Gage, D'anna	Teacher
Romero, Amy	Teacher
Lierman, Blake	Parent
Gomez, Ester	Parent
Deer, Ashley	Business owner
Murray, Malorie	Teacher
Villasenor, Nancy	Teacher
Aguillon, Claire	Teacher
Allen, Michele	Counselor
Wall, Maygan	Campus Manager
Carballo, Linnet	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Accountability Distinction Designations
Campus goals
Campus/District improvement plans(current & prior)
District goals
State & federally required assessment information
State and federal planning requirements
Texas Academic Performance Report (TAPR) data

Demographics Strengths

McClendon Elementary's diverse student population is one of the campus's greatest strengths. With approximately 74% of students identifying as Hispanic/Latino and a significant population of Emergent Bilingual learners, the campus is uniquely positioned to foster bilingualism, biliteracy, and cross-cultural understanding through its growing Dual Language program. The linguistic and cultural diversity represented within the school community enriches the educational experience for all students and supports the development of globally minded learners.

The campus remains committed to meeting the academic and linguistic needs of all students by providing instruction and support that values students' native languages and cultural backgrounds. The continued growth of the Dual Language program allows students to develop proficiency in both English and Spanish while promoting high levels of academic achievement and cultural competence.

Additionally, McClendon maintains favorable class sizes, with an average teacher-to-student ratio of approximately 20:1, and all classrooms remain below the Texas Education Agency class size requirements. These manageable class sizes allow teachers to build strong relationships with students, provide targeted instruction, and offer individualized support to meet diverse learning needs.

Through a combination of diverse student demographics, a strong commitment to bilingual education, and supportive learning environments, McClendon continues to create opportunities for all students to thrive academically, socially, and culturally.
***Based on snapshot completed on 10/31/25**

American Indian or Alaskan Native 1 (.14%)
Asian 2 (.27%)
Black or African American 4 (.55%)
Hispanic / Latino 543 (74.59%)
Two or More Races 14 (1.92%)
White 164 (22.53%)

Comprehensive Needs Assessment

Demographics Strengths (Continued)

***Based on end of year 5/29/26**

American Indian or Alaskan Native 0%
Asian 2 (.28%)
Black or African American 5 (.71%)
Hispanic / Latino 521 (73.90%)
Two or More Races 13 (1.84%)
White 161 (22.84%)

Demographics Weaknesses

As McClendon Elementary enters its second year as the only Dual Language campus, continued efforts are needed to strengthen and expand the implementation of the Dual Language program while ensuring high levels of academic success and engagement for students in both Dual Language and Monolingual classrooms. As the program grows, the campus must continue to refine systems, instructional practices, and collaborative structures that support bilingualism, biliteracy, cross-cultural competence, and academic achievement for all students.

Root Causes:
The Dual Language program is still in the early stages of new implementation and requires ongoing refinement to ensure consistency across grade levels and content areas.

Teachers need continued professional learning and collaboration opportunities to support language development and academic achievement for students in both Dual Language and Monolingual settings.

Systems for monitoring student progress and ensuring equitable access to rigorous instruction across programs continue to evolve as the campus expands the Dual Language model.

Priority Level: High

Rationale:
As a growing Dual Language campus, McClendon is committed to developing bilingual, biliterate, and culturally competent learners while maintaining high academic expectations for all students. Continued attention to program implementation, instructional alignment, and student outcomes will help ensure the long-term success of both the Dual Language and Monolingual programs.

Comprehensive Needs Assessment

Demographics Needs

McClendon Elementary serves a diverse student population that includes Emergent Bilingual students, economically disadvantaged students, and families representing a variety of cultural and linguistic backgrounds. As the campus continues to expand and refine its Dual Language program, there is a need to ensure equitable access to high-quality instructional materials, resources, and learning experiences for students in both Dual Language and Monolingual classrooms.

To support the success of all learners, the campus must continue to strengthen systems that promote consistency in instructional practices, resource allocation, and academic expectations across programs and grade levels. Additionally, ongoing efforts are needed to develop and sustain a high-quality Dual Language program that supports bilingualism, biliteracy, cross-cultural competence, and academic achievement while fostering collaboration and shared ownership among staff.

By prioritizing equity, program alignment, and culturally responsive practices, McClendon will continue to create an inclusive learning environment where all students have access to the support and opportunities needed to succeed.

Demographics Summary

McClendon Elementary continues to serve a diverse student population that enriches the learning environment and supports the campus mission of providing equitable opportunities for all students. With approximately 74% of students identifying as Hispanic/Latino and a significant population of Emergent Bilingual learners, the campus is committed to fostering academic success, bilingualism, biliteracy, and cultural responsiveness through both its Dual Language and Monolingual programs.

Strengths:
Student diversity is a significant asset, providing opportunities to celebrate multiple cultures, languages, and perspectives within the school community.

The Dual Language program continues to grow and supports the development of bilingualism, biliteracy, academic achievement, and cross-cultural competence.

Favorable class sizes, with an average teacher-to-student ratio of approximately 20:1, allow for individualized instruction and strong student-teacher relationships while remaining below TEA class size requirements.

The campus values students' linguistic and cultural backgrounds and strives to create an inclusive environment where all students feel welcomed, supported, and represented.

Strong relationships with families and the community support student success and reinforce a culture of belonging.

Weaknesses:

As the Dual Language program continues to expand, consistency in instructional materials, resources, and learning experiences across grade levels and programs remains an area for growth.

Demographics Summary (Continued)

Variability in access to bilingual instructional resources and supports may impact the consistency of implementation across Dual Language and Monolingual classrooms.

Systems for monitoring and aligning student experiences and academic outcomes across both programs continue to evolve as the Dual Language model develops.

Identified Needs:
Continue strengthening and refining the Dual Language program to ensure consistent implementation across grade levels and content areas.

Ensure equitable access to high-quality instructional materials, resources, and learning experiences for students in both Dual Language and Monolingual classrooms.

Provide ongoing professional learning and collaboration opportunities that support effective instruction for Emergent Bilingual learners and all student groups.

Strengthen systems for monitoring student progress and program effectiveness to ensure all students receive the support needed for academic success.

Continue fostering culturally responsive practices that honor and leverage the diverse backgrounds and experiences of McClendon students and families.

Student Achievement

Student Achievement Data Sources

Campus goals
Campus/District improvement plans(current & prior)
District goals
State & federally required assessment information
Texas Academic Performance Report (TAPR) data

Student Achievement Strengths

Fifth-grade Reading demonstrated exceptional growth, increasing to 89% Approaches Grade Level with 63% of students performing at Meets Grade Level or above. This reflects an 18-point increase in Approaches and a 7-point increase in Meets and above.

Third-grade Spanish Language Arts Reading (SLAR) showed substantial improvement, increasing to 72% Approaches Grade Level, a 38-point gain, with a 9-point increase in Meets Grade Level or above.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Fifth-grade SLAR improved by 19 percentage points in Approaches Grade Level performance.

Fifth-grade Mathematics increased to 76% Approaches Grade Level, representing a 17-point increase, while students performing at Meets Grade Level or above increased by 9 percentage points.

Third-grade Spanish Mathematics demonstrated growth, increasing 17 percentage points in Approaches Grade Level performance.

Multiple grade levels and content areas showed increased student achievement, indicating that instructional interventions and academic supports positively impacted student learning outcomes.

Student Achievement Weaknesses

McClendon Elementary earned an overall Accountability Rating of 76, resulting in a C rating and falling short of the campus goal of achieving a B rating.

Third-grade English Reading performance declined, with 73% of students meeting Approaches Grade Level, representing a 9-point decrease, while Meets Grade Level or above declined by 17 percentage points.

Fourth-grade English Reading performance decreased, with Approaches Grade Level declining by 5 percentage points and Meets Grade Level or above declining by 7 percentage points.

Fourth-grade Spanish Language Arts (SLA) performance remains an area of concern, with only 42% of students meeting Approaches Grade Level and 21% performing at Meets Grade Level or above. Meets performance declined by 7 percentage points from the previous year.

Fifth-grade projected growth scores in Reading and Mathematics did not meet expectations, particularly among Spanish-assessed students.

Third-grade Mathematics maintained overall passing rates; however, performance at the Meets level declined, indicating a need to increase the number of students performing beyond minimum proficiency levels.

Achievement disparities continue to exist among student groups and content areas, indicating a need for stronger and more consistent Tier I instruction.

Campus-wide Tier I instructional practices require strengthening to ensure all students have access to rigorous, grade-level instruction and opportunities to achieve at higher performance levels.
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Student Achievement Needs

Comprehensive Needs Assessment

Problem Statement 1: Campus Accountability and Tier I Instruction

McClendon Elementary did not meet its goal of achieving a B accountability rating, earning an overall accountability score of 76. While several grade levels demonstrated significant growth, inconsistencies in student achievement across content areas and grade levels indicate a need to strengthen Tier I instruction and increase the number of students performing at the Meets and Masters Grade Level standards.

Root Causes:
Inconsistent implementation of rigorous, TEKS-aligned Tier I instruction across classrooms and grade levels.
Limited use of student performance data to drive instructional planning, differentiation, and intervention.
Instructional practices do not consistently provide opportunities for higher-order thinking, academic discourse, and application required for Meets and Masters performance levels.

Priority Level: High

Rationale:
Improving Tier I instruction is the most impactful strategy for increasing student achievement and overall accountability performance. Strengthening core instruction will support all student groups while reducing achievement gaps and increasing performance at higher achievement levels.

Student Achievement Summary

McClendon Elementary earned an overall accountability score of 76, resulting in a C accountability rating for the 2025–2026 school year and falling short of the campus goal of achieving a B rating.
While the campus demonstrated notable growth in several grade levels and content areas, student achievement data indicate a need for continued improvement in overall academic performance, particularly in increasing the percentage of students performing at the Meets and Masters Grade Level standards.

Several areas of strength were evident in the 2025–2026 STAAR results. Fifth-grade Reading demonstrated exceptional growth, increasing to 89% Approaches Grade Level and 63% Meets Grade Level or above. Fifth-grade Mathematics also showed significant improvement, with 76% of students meeting Approaches Grade Level and an increase in students performing at the Meets level. Within the Dual Language program, third-grade Spanish Language Arts Reading (SLAR) and third-grade Spanish Mathematics demonstrated substantial gains, reflecting positive progress in bilingual instruction and student achievement.

Despite these successes, achievement data revealed areas of concern. Third-grade and fourth-grade English Reading experienced declines in both Approaches and Meets performance. Fourth-grade Spanish Language Arts results remained below campus expectations, with only 42% of students meeting Approaches Grade Level and 21% performing at Meets Grade Level or above.

Additionally, achievement at the Meets and Masters levels remains inconsistent across grade levels and content areas, limiting overall accountability performance. Data also indicate a need to strengthen student growth and academic outcomes among students assessed in Spanish.

Analysis of campus performance suggests a continued need to strengthen Tier I instruction, increase instructional rigor, improve data-driven decision-making, and ensure

Student Achievement Summary (Continued)

consistent implementation of effective instructional practices across all classrooms. As McClendon enters the third year of its Dual Language implementation, ongoing refinement of biliteracy instruction and equitable access to high-quality learning experiences will be critical to improving outcomes for all students.

To address these needs, the campus will focus on strengthening Tier I instruction, increasing student performance at the Meets and Masters levels, improving literacy achievement, and continuing to build a strong Dual Language program that supports bilingualism, biliteracy, and academic excellence. Through targeted professional learning, instructional coaching, collaborative PLCs, and data-driven intervention systems, McClendon is committed to accelerating student achievement and improving overall accountability outcomes.
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School Culture and Climate

School Culture and Climate Data Sources

Campus goals
Planning & decision making committee meeting data

School Culture and Climate Strengths

McClendon Elementary fosters a positive, inclusive, and student-centered culture where strong relationships, student leadership, and family partnerships are foundational to campus success. The campus was recognized as a Capturing Kids' Hearts National Showcase School for the third consecutive year, demonstrating a sustained commitment to creating a safe, relational learning environment where students feel valued, connected, and empowered to reach their full potential.

A strong culture of engagement extends beyond the classroom through meaningful partnerships with families and the community. McClendon benefits from an active and supportive Parent Teacher Organization (PTO) that collaborates with campus staff to provide enriching opportunities for students, families, and teachers. Through events such as family nights, community celebrations, volunteer initiatives, and staff appreciation activities, the PTO strengthens the home-school connection and fosters a strong sense of belonging among all stakeholders.

The campus's commitment to relationship-building, student voice, and community involvement contributes to a welcoming and supportive environment that promotes student well-being, engagement, and academic success.

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

McClendon Elementary serves a diverse student population with a wide range of academic, cultural, and social-emotional needs. While the campus is recognized as a Capturing Kids' Hearts (CKH) Showcase School and has established strong relationship-building practices, the addition of new staff members will require intentional support to ensure consistent implementation of campus culture expectations and CKH processes. Continued efforts are needed to build staff capacity, strengthen cultural responsiveness, and maintain a positive, inclusive environment where all students, families, and staff feel connected, valued, and supported.

Root Cause:
Staff turnover and the onboarding of new teachers create a need for ongoing professional learning and coaching to ensure consistent implementation of CKH practices, relationship-building strategies, and culturally responsive approaches that support the diverse needs of the campus community.

School Culture and Climate Needs

Problem Statement 1:
As McClendon Elementary continues to serve a diverse student population, there is a need to strengthen culturally responsive practices and ensure all students feel a strong sense of belonging, connection, and representation within the school community.

Root Causes:
Varying cultural, linguistic, and socioeconomic backgrounds require ongoing opportunities for staff to deepen cultural awareness and responsiveness.

Current systems for gathering and responding to student voice and perceptions of belonging can be strengthened to ensure all student groups feel represented and connected.

Priority Level: High

Rationale:
A positive school climate depends on every student feeling valued, respected, and included. Strengthening culturally responsive practices and student connectedness will support engagement, attendance, behavior, and overall student success while maintaining McClendon's strong campus culture.

School Culture and Climate Summary

School Culture and Climate Summary

McClendon Elementary maintains a positive, inclusive, and student-centered culture that prioritizes strong relationships, student well-being, and academic success. As a three-time Capturing Kids' Hearts National Showcase School, the campus is committed to fostering a safe and supportive environment where students, staff, and families feel valued, connected, and empowered. Schoolwide relational practices, consistent expectations, and a focus on student leadership contribute to a strong sense of

School Culture and Climate Summary (Continued)

belonging and community.

Family and community engagement remain significant strengths of the campus. An active and supportive Parent Teacher Organization (PTO) collaborates with staff to provide meaningful opportunities for family involvement and community connection. Through family events, volunteer opportunities, and campus celebrations, McClendon continues to strengthen partnerships that support student success.

As the campus continues to serve a diverse student population, opportunities for growth include expanding student leadership and voice, strengthening culturally responsive practices, and ensuring all students experience a strong sense of belonging and representation within the school community. By building on its established strengths and maintaining a focus on continuous improvement, McClendon is well-positioned to sustain a positive school climate that supports the success of every student.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Strengths:

McClendon continues to attract and retain highly qualified educators committed to student success and continuous improvement.

Several newly hired teachers bring valuable experience and expertise to the campus, including educators who have earned Teacher Incentive Allotment (TIA) designations.

Ten current McClendon teachers earned TIA designations during the 2025-2026 school year, demonstrating the campus's strong instructional capacity and commitment to excellence.

Campus leadership strategically realigned staff assignments and grade-level teams to maximize teacher strengths, increase collaboration, and build instructional capacity across the school.

Teachers actively participate in Professional Learning Communities (PLCs), instructional coaching cycles, and collaborative planning processes focused on improving student outcomes.

The implementation of instructional coaching, instructional rounds, and job-embedded professional learning continues to strengthen teacher effectiveness and instructional consistency.

The campus maintains a positive culture that values collaboration, professional growth, and teacher leadership, supporting staff retention and development.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

Weaknesses:

While teacher leadership capacity has increased, instructional practices and expectations are not yet consistently implemented across all classrooms and grade levels.

Newly formed grade-level teams and staff realignments require continued support to establish effective collaboration structures and shared instructional expectations.

Variability in lesson planning and instructional internalization can result in inconsistent implementation of Tier I instruction and curriculum delivery.

New staff members require ongoing coaching and mentorship to fully integrate into campus systems, instructional expectations, and collaborative planning processes.

Despite the increase in teacher expertise and leadership capacity, student achievement data indicate a need to strengthen instructional effectiveness and ensure that best practices are consistently implemented across all classrooms.

Staff Quality, Recruitment and Retention Needs

Problem Statement 1:

Instructional practices and curriculum implementation are not consistently aligned across classrooms, resulting in variations in Tier I instruction and student learning experiences.
Root Causes:
Inconsistent lesson internalization and instructional planning practices across teams.
Variability in the implementation of research-based instructional strategies and curriculum resources.
Need for greater alignment between PLC planning, classroom instruction, and student achievement data.
Priority Level: High
Rationale:
Consistent, high-quality Tier I instruction is essential for improving student achievement and increasing accountability outcomes. Strengthening planning and instructional alignment will ensure all students have access to rigorous, grade-level instruction.

Problem Statement 2:

Grade-level teams continue to build collaborative structures and shared accountability systems following staff realignments and the addition of new teachers.
Root Causes:
Newly formed teams are continuing to establish norms, expectations, and collaborative planning processes.
Teacher leaders and team leads need ongoing support to facilitate effective PLCs focused on student outcomes.
Opportunities exist to further leverage teacher expertise, including TIA-designated teachers, to build capacity across the campus.
Priority Level: Medium-High

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

Rationale:
Strong collaborative teams are critical to instructional consistency, teacher development, and student success. Building team capacity will strengthen implementation of campus initiatives and improve overall instructional effectiveness.

Problem Statement 3:

Teachers require continued support in utilizing the district's prescriptive lesson planning process to deepen lesson internalization and improve instructional delivery.
Root Causes:
Teachers are transitioning to more detailed planning expectations and instructional preparation processes.
Additional support is needed to ensure planning focuses on student misconceptions, rigor, questioning strategies, and differentiated instruction.
Opportunities exist to strengthen connections between planning, instructional delivery, and student outcomes.
Priority Level: High
Rationale:
Effective lesson internalization ensures teachers clearly understand what students must learn, how concepts should be taught, and how learning will be monitored. Strong planning practices lead to stronger instruction and improved student achievement.

Staff Quality, Recruitment and Retention Summary

Teacher Quality, Recruitment, and Retention Summary

McClendon Elementary enters the 2026-2027 school year with a strong and talented team of educators committed to continuous improvement and student success. The campus successfully recruited several highly qualified teachers, including educators with Teacher Incentive Allotment (TIA) designations, while also celebrating ten current teachers who earned TIA designations during the 2025-2026 school year. These accomplishments reflect the strength of the campus's instructional program and commitment to developing teacher excellence.

To further strengthen instruction and collaboration, campus leadership strategically realigned staff assignments and grade-level teams to maximize teacher strengths, build leadership capacity, and foster stronger professional learning communities. Teachers continue to engage in collaborative planning, instructional coaching, instructional rounds, and data-driven PLCs designed to improve student outcomes and strengthen instructional practices.

As the campus works to improve student achievement, continued attention is needed to ensure consistent implementation of high-quality Tier I instruction across all classrooms. The district's prescriptive lesson planning process provides an opportunity for teachers to deepen lesson internalization, anticipate student misconceptions, and align instruction to rigorous learning expectations. Ongoing coaching, mentoring, and collaborative planning structures will support teachers in effectively implementing these practices.

By leveraging the expertise of teacher leaders, strengthening collaborative teams, and maintaining a focus on instructional excellence, McClendon is well-positioned to continue recruiting, developing, and retaining high-quality educators while improving outcomes for all students.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Campus goals
Campus/District improvement plans(current & prior)
District goals
Planning & decision making committee meeting data
State and federal planning requirements
Texas Academic Performance Report (TAPR) data

Curriculum, Instruction and Assessment Strengths

McClendon Elementary has established strong Professional Learning Community (PLC) structures that support collaborative planning, data analysis, instructional alignment, and collective problem-solving.

Teachers regularly engage in team planning to analyze student performance, identify learning gaps, and adjust instruction to meet the needs of all learners.

The campus continues to benefit from strong support from the district Curriculum and Instruction Department, ensuring alignment to TEKS, district expectations, and research-based instructional practices.

The implementation of High-Quality Instructional Materials (HQIM) in Reading and Mathematics provides teachers with rigorous, standards-aligned resources designed to improve student achievement and instructional consistency.

The district's prescriptive lesson planning process supports deeper lesson internalization by helping teachers focus on learning objectives, anticipated misconceptions, questioning strategies, and student outcomes.

Staff members are committed to continuous improvement and actively participate in collaborative planning, instructional coaching, and professional learning opportunities.

Writing instruction continues to be a focus area across content areas, with increasing attention to student discourse, academic vocabulary, and written responses.

Curriculum, Instruction and Assessment Weaknesses

The implementation of Tier I instruction remains inconsistent across classrooms and grade levels, resulting in variations in student learning experiences and achievement

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

outcomes
While PLC structures are in place, teams vary in their effectiveness at using student data, internalizing lessons, and planning instruction that meets the rigor of the TEKS and STAAR.
Teachers are in the early stages of implementing new Reading and Mathematics HQIM resources and require ongoing support to ensure fidelity of implementation.
Lesson planning and instructional preparation practices vary across teams, impacting consistency in curriculum delivery and student expectations.
Students continue to struggle with higher-level application tasks, including Extended Constructed Responses (ECRs), Short Constructed Responses (SCRs), mathematical reasoning, and academic discourse.
Collective ownership for all students across grade levels and programs is still developing, resulting in inconsistencies in intervention planning and student support systems.

Curriculum, Instruction and Assessment Needs

Problem Statement 1:
Tier I instruction is not consistently implemented with the rigor, alignment, and effectiveness necessary to ensure all students meet or exceed grade-level expectations.

Root Causes:
Variability in lesson internalization and instructional delivery across classrooms.
Inconsistent implementation of research-based instructional practices aligned to HQIM resources.
Need for stronger alignment between curriculum, instruction, assessment, and intervention systems.

Priority Level: High

Rationale:
Strengthening Tier I instruction is the most impactful strategy for improving student achievement, increasing accountability outcomes, and reducing achievement gaps across student groups.

Problem Statement 2:
Teachers require ongoing support to effectively implement new Reading and Mathematics High-Quality Instructional Materials (HQIM) and utilize the district's prescriptive lesson planning process.

Root Causes:
Reading and Mathematics HQIM resources are newly adopted and require significant teacher learning and implementation support.
Teachers are developing proficiency in lesson internalization practices that connect planning to student outcomes.
Opportunities exist to strengthen instructional consistency through coaching, modeling, and collaborative planning.

Priority Level: High

Curriculum, Instruction and Assessment Needs (Continued)

Rationale:
Successful implementation of HQIM resources and strong lesson internalization practices will increase instructional quality, consistency, and student achievement across all classrooms.

Problem Statement 3:
Collaborative planning structures need to further develop collective ownership for all students and ensure that PLCs consistently focus on student outcomes, intervention planning, and instructional improvement.

Root Causes:
Teams vary in their ability to effectively use student data to drive instructional decisions.
Shared accountability systems for monitoring student progress and responding to learning gaps are not consistently implemented across teams.

Teacher leaders and PLC facilitators require continued support to maximize the effectiveness of collaborative planning.
Priority Level: Medium-High

Rationale:
High-functioning PLCs are essential for creating instructional coherence, strengthening intervention systems, and ensuring all students receive the support needed to achieve academic success.

Curriculum, Instruction and Assessment Summary

McClendon Elementary has established a strong foundation for curriculum and instructional planning through collaborative Professional Learning Communities (PLCs), instructional coaching, and ongoing support from the district Curriculum and Instruction Department. Teachers work collaboratively to analyze student data, align instruction to the TEKS, and develop instructional strategies designed to support the success of all learners.

During the 2026-2027 school year, the campus will implement new High-Quality Instructional Materials (HQIM) in Reading and Mathematics. These resources provide rigorous, standards-aligned instructional materials designed to improve student achievement and ensure consistency across classrooms. Additionally, teachers will engage in the district's prescriptive lesson planning process, which emphasizes lesson internalization, anticipation of student misconceptions, intentional questioning strategies, and alignment between instruction and student outcomes.

While strong systems for collaboration exist, student achievement data indicate a need to strengthen the consistency and effectiveness of Tier I instruction across all classrooms. The campus will continue to focus on ensuring fidelity of HQIM implementation, deepening lesson internalization practices, and increasing instructional rigor to better align with the expectations of the TEKS and STAAR assessments.

Curriculum, Instruction and Assessment Summary (Continued)

Moving forward, McClendon will prioritize collective ownership for all students, strengthen PLC effectiveness, support teacher implementation of new curriculum resources, and ensure all students have access to rigorous, high-quality instruction. These efforts are designed to improve student achievement, increase the percentage of students performing at the Meets and Masters levels, and support the campus goal of achieving a B or higher accountability rating.

Family and Community Involvement

Family and Community Involvement Data Sources

Campus goals
Planning & decision making committee meeting data

Family and Community Involvement Strengths

McClendon Elementary maintains strong family and community partnerships that contribute to a positive and welcoming school environment.

The campus benefits from an active and supportive Parent Teacher Organization (PTO) that works collaboratively with staff to provide meaningful opportunities for family engagement.

Family-centered events such as the Fall Festival, STEAM Night, Scholastic Book Fair, Daddy-Daughter Dance, and Mother-Son Event experienced strong participation and helped strengthen relationships between families, students, and staff.
The campus prioritizes consistent communication through newsletters, social media platforms, classroom communication tools, and campus outreach efforts to keep families informed and connected.

As a Capturing Kids' Hearts National Showcase School, McClendon fosters a culture of belonging, relationship-building, and family engagement that supports student success.

Families regularly participate in campus events and activities, demonstrating strong support for the school community and student learning.

Family and Community Involvement Weaknesses

Family and Community Involvement Weaknesses (Continued)

While attendance at family events is strong, volunteer participation remains limited, placing increased responsibility on a small group of parents, PTO members, and staff.

Family engagement opportunities are often centered around campus events, creating a need for increased family involvement in academic support and volunteer activities throughout the school year.

Participation levels vary among family groups, indicating a need to ensure all families feel empowered and equipped to engage in their child's educational experience.

Community partnerships and sponsorships remain limited, reducing opportunities to expand resources, volunteer support, and family engagement programming.

Family and Community Involvement Needs

Problem Statement 1:
Volunteer participation does not consistently reflect the high level of family attendance at campus events, limiting the campus's ability to expand programs and engagement opportunities.

Root Causes:
Many families face work schedules and other commitments that limit volunteer availability during school hours.
Families may be unaware of volunteer opportunities or uncertain about how to become involved.
Volunteer opportunities are not always differentiated to accommodate varying schedules, interests, and availability.
Priority Level: Medium-High

Rationale:
Increased volunteer engagement strengthens school-community relationships, expands campus resources, and creates additional opportunities to support students and staff.

Problem Statement 2:
Family engagement efforts are primarily event-based and need to expand to include greater involvement in supporting student learning and academic achievement.

Root Causes:
Limited opportunities for families to engage in curriculum-focused learning experiences.
Families may need additional support in understanding academic expectations, assessment data, and strategies for supporting learning at home.
Communication systems are effective at sharing information but can be strengthened to promote two-way engagement and academic partnerships.
Priority Level: High

Rationale:
Research consistently demonstrates that family engagement positively impacts student achievement, attendance, behavior, and overall school success. Strengthening

Family and Community Involvement Needs (Continued)

academic partnerships with families will support campus improvement goals and student outcomes.

Problem Statement 3:
The campus has opportunities to expand community partnerships and external support systems that enhance resources and experiences for students and families.

Root Causes:
Limited outreach to local businesses and community organizations.
Existing partnerships have not been fully leveraged to support volunteerism, sponsorships, and student enrichment opportunities.
A formal process for identifying and cultivating community partnerships is not consistently implemented.
Priority Level: Medium

Rationale:
Strong community partnerships provide additional resources, expertise, and support that benefit students, families, and staff while enhancing the overall educational experience.

Family and Community Involvement Summary

McClendon Elementary continues to foster strong relationships with families and the community through consistent communication, meaningful engagement opportunities, and a welcoming school culture. The campus benefits from a dedicated PTO and strong family participation in events such as the Fall Festival, STEAM Night, Scholastic Book Fair, Daddy-Daughter Dance, and Mother-Son Event. These activities promote a sense of belonging and strengthen connections between home and school.

The campus maintains multiple communication channels to keep families informed and engaged, while its Capturing Kids' Hearts framework reinforces the importance of relationships, collaboration, and community involvement. Families consistently demonstrate support for campus initiatives and student success through participation in school events and activities.
While family participation at campus events remains strong, opportunities exist to increase volunteer involvement, expand academic partnerships with families, and strengthen community connections. The campus recognizes the need to provide flexible volunteer opportunities, increase family engagement in student learning, and develop additional partnerships with local businesses and organizations.

Moving forward, McClendon will focus on building meaningful family-school partnerships that support both student achievement and school culture. Through increased volunteer engagement, enhanced academic outreach, and expanded community partnerships, the campus will continue to create a collaborative environment that supports the success of all students.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Data Sources

Campus goals

School Context and Organization Strengths

McClendon Elementary maintains a strong culture of safety and security that prioritizes the well-being of students, staff, and visitors.
The campus has successfully met expectations on TEA safety audits, demonstrating consistent implementation of safety procedures and compliance with state requirements.
A dedicated Police Officer is assigned to the campus, providing an additional layer of security and fostering positive relationships with students and staff.
Staff members consistently follow established safety protocols, including secure door procedures, visitor management practices, and emergency response expectations.
Teachers and staff proactively report safety concerns, maintenance needs, and potential security issues, contributing to a culture of shared responsibility and vigilance.
The campus conducts regular safety drills and emergency preparedness activities to ensure students and staff are familiar with emergency procedures.
McClendon benefits from a campus-wide tornado shelter and safety-enhanced outdoor spaces that support both student safety and learning opportunities.
Clear organizational structures and communication systems help ensure the campus operates efficiently and effectively.

School Context and Organization Weaknesses

Ongoing changes in state safety requirements require continuous training and reinforcement to ensure consistent implementation by all staff members.
New staff members require ongoing support and training to fully understand campus safety procedures and emergency response expectations.
Maintaining high levels of vigilance and procedural fidelity throughout the school year can be challenging as daily routines become more familiar.
Opportunities exist to strengthen staff understanding of threat assessment processes, crisis response procedures, and emergency preparedness protocols.

School Context and Organization Needs

Problem Statement 1:
Maintaining consistent implementation of campus safety procedures requires ongoing training, monitoring, and reinforcement for all staff members.

Root Causes:
Safety requirements and best practices continue to evolve based on state guidance and district expectations.
New employees require orientation and continued support to ensure understanding of campus procedures.
Regular reinforcement is necessary to maintain consistency and accountability throughout the school year.
Priority Level: High

School Context and Organization Needs (Continued)

Rationale:
Student and staff safety is the highest priority for the campus. Consistent implementation of established procedures is critical to maintaining a secure learning environment and ensuring compliance with state requirements.

Problem Statement 2:
Staff preparedness for emergency situations requires continuous practice and professional learning to ensure effective responses during crisis situations.

Root Causes:
Emergency procedures are infrequently used outside of drills and require ongoing review.
Staff members have varying levels of experience with emergency response protocols.
Changes in personnel and procedures necessitate continued training and communication.
Priority Level: Medium-High

Rationale:
Preparedness and rapid response are essential components of a safe school environment. Ongoing training ensures that staff remain confident and capable of responding effectively in emergency situations.

School Context and Organization Summary

McClendon Elementary remains committed to providing a safe, secure, and well-organized learning environment that supports both student achievement and staff effectiveness. The campus has established strong safety systems and procedures, consistently performing well on TEA safety audits and demonstrating a high level of compliance with state and district safety expectations.

A dedicated School Resource Officer, secure entry procedures, visitor management protocols, regular safety drills, and a campus-wide tornado shelter contribute to a comprehensive approach to school safety. Staff members play an active role in maintaining a secure environment by consistently following safety procedures, monitoring campus operations, and promptly reporting concerns when they arise.

The campus has developed a strong culture of shared responsibility in which safety is viewed as everyone's responsibility. Through clear communication, proactive planning, and adherence to established protocols, McClendon continues to foster an environment where students and staff feel safe, supported, and prepared.

Moving forward, the campus will continue to prioritize safety through ongoing staff training, emergency preparedness activities, and reinforcement of established procedures. By maintaining a focus on continuous improvement and vigilance, McClendon will sustain the strong organizational systems and safety culture that support student learning and overall campus success.

Technology

Comprehensive Needs Assessment

Technology Strengths

McClendon Elementary provides students and staff with access to a variety of instructional technology resources and TEKS-aligned digital programs that support teaching and learning.

Students have access to classroom technology through class sets of devices, ensuring technology is available when needed to enhance instruction while maintaining a balance between digital and hands-on learning experiences.

Teachers utilize instructional technology tools to support differentiation, progress monitoring, intervention, and enrichment opportunities for students.

The campus continues to leverage district-supported platforms and programs to provide data-driven instruction and personalized learning opportunities.

Technology resources support collaboration among staff, communication with families, and access to instructional materials and student performance data.

Campus leadership prioritizes digital safety and responsible technology use to create a secure learning environment for students.

Technology Weaknesses

Technology integration varies across classrooms, resulting in inconsistent implementation of instructional best practices.

Some students continue to rely heavily on technology-based learning experiences and need increased opportunities for hands-on learning, collaboration, discussion, and problem-solving.

Teachers continue to develop strategies for balancing digital resources with teacher-led instruction and active student engagement.

Students require ongoing instruction and support in digital citizenship, responsible technology use, and online safety practices.

Technology systems and communication tools must be regularly reviewed to ensure student privacy, cybersecurity, and compliance with district expectations.

Technology Needs

Problem Statement 1:
Technology is not always utilized in ways that maximize student engagement, collaboration, critical thinking, and hands-on learning experiences.

Root Causes:
Variability exists in teacher understanding of effective technology integration practices.

Technology Needs (Continued)

Digital resources are sometimes used as a replacement for instruction rather than as a tool to enhance learning.
Teachers need ongoing support in designing lessons that balance technology use with active learning opportunities.
Priority Level: High

Rationale:
Technology should enhance high-quality instruction and student learning rather than serve as the primary instructional method. Purposeful technology integration supports deeper learning and improved student outcomes.

Problem Statement 2:
Students need continued support in developing responsible digital citizenship skills and understanding appropriate technology use.

Root Causes:
Students have varying levels of experience and understanding regarding digital responsibility and online safety.
Ongoing reinforcement is needed to support safe and appropriate use of technology resources.
Changes in technology systems and security expectations require regular review and communication.
Priority Level: Medium

Rationale:
Digital citizenship and online safety are essential skills that support responsible technology use and help maintain a secure learning environment.

Problem Statement 3:
The campus must continue to ensure technology systems and practices prioritize student safety, cybersecurity, and instructional effectiveness.

Root Causes:
Student access to communication tools can create potential security and monitoring concerns.
Technology resources require ongoing evaluation to ensure alignment with instructional goals and student needs.
Staff need continued training on cybersecurity awareness and responsible technology practices.
Priority Level: Medium

Rationale:
Protecting student information and maintaining secure technology systems are critical components of an effective educational environment.

Technology Summary

McClendon Elementary continues to utilize technology as an important instructional tool that supports student learning, teacher effectiveness, and communication. Students

Technology Summary (Continued)

have access to classroom technology through class sets of devices and a variety of district-supported digital resources that provide opportunities for differentiated instruction, progress monitoring, and academic support.

During the 2026-2027 school year, the campus shifted from a 1:1 device model to classroom device sets in order to promote a healthier balance between technology-based learning and hands-on, collaborative instructional experiences. This approach supports the campus belief that technology should enhance learning while preserving opportunities for student discourse, critical thinking, problem-solving, and teacher-led instruction.

The campus also continues to prioritize digital safety and cybersecurity. Student technology access and communication systems are regularly reviewed to ensure a secure learning environment and minimize potential risks associated with inappropriate technology use. These efforts support responsible digital citizenship and help protect student information.

Moving forward, McClendon will focus on purposeful technology integration, increased opportunities for active student engagement, and ongoing digital citizenship instruction. By balancing technology with high-quality instructional practices, the campus will ensure technology remains a valuable tool for supporting student achievement while fostering meaningful learning experiences.

Other

Comprehensive Needs Assessment Data Sources

Accountability Distinction Designations
Campus goals
Campus/District improvement plans(current & prior)
District goals
Federal Report Card Data
Planning & decision making committee meeting data
State & federally required assessment information
State and federal planning requirements
Texas Academic Performance Report (TAPR) data

Problem Statement 1 (Prioritized):
McClendon Elementary did not meet its goal of achieving a B accountability rating, earning an overall accountability score of 76. While several grade levels demonstrated growth, student performance remains inconsistent across content areas, and the percentage of students performing at the Meets and Masters Grade Level standards remains below campus expectations.

Root Causes:
Inconsistent implementation of rigorous, TEKS-aligned Tier I instruction across classrooms and grade levels.
Limited alignment between daily instruction, assessment practices, and STAAR expectations.

Inconsistent use of student achievement data to drive instructional planning, intervention, and enrichment.

Achievement gaps persist among student groups, including Emergent Bilingual, Special Education, and at-risk students.
Priority Level: High

Problem Statement 2 (Prioritized):
The implementation of high-quality Tier I instruction varies across classrooms, resulting in inconsistent student learning experiences and achievement outcomes.

Root Causes:
Variability in lesson internalization and instructional planning practices.
Inconsistent implementation of research-based instructional strategies and High-Quality Instructional Materials (HQIM).

Limited opportunities for instructional calibration and monitoring across teams.
Need for stronger alignment between curriculum, instruction, assessment, and intervention systems.
Priority Level: High

Problem Statement 3 (Prioritized):
As McClendon enters the new year of Dual Language implementation, student achievement data indicate a need to improve academic performance and increase the percentage of students performing at the Meets and Masters levels in Spanish Language Arts and other Spanish-assessed content areas. Classes are not prioritizing ELPS learning strategies to build English language.

Root Causes:
Continued refinement and alignment of the Dual Language program across grade levels.
Need for additional professional learning focused on biliteracy instruction, academic language development, and effective Dual Language practices.

ELPS strategies not being used or prioritized in daily class lessons. Language of Day is not being used with fidelity.

Inconsistent monitoring of student progress and language acquisition across programs.

Variability in access to instructional resources and supports that promote biliteracy and academic achievement.
Priority Level: High

Problem Statement 4 (Prioritized):
Professional Learning Communities (PLCs) and collaborative planning structures require continued strengthening to ensure collective ownership for all students, consistent implementation of instructional expectations, and effective use of student data to improve achievement outcomes.

Root Causes:
Variability in the effectiveness of collaborative planning across teams.
Inconsistent use of student data to inform instructional decisions and intervention planning.

Need for continued development of teacher leadership and PLC facilitation practices.

Opportunities exist to better leverage instructional expertise, including TIA-designated teachers, to build campus-wide capacity.
Priority Level: Medium-High

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

District goals
Campus goals
Performance Objectives with summative review (prior year)
Campus/District improvement plans (current and prior years)
Planning and decision making committee(s) meeting data
State and federal planning requirements

Accountability Data

Texas Academic Performance Report (TAPR) data (not utilized because most recent report not out yet)
Student Achievement Domain (not utilized because data was not available at the time of the report)
Student Progress Domain (not utilized because data was not available at the time of the report)
Closing the Gaps Domain (not utilized because data was not available at the time of the report)
Effective Schools Framework data
Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

Male / Female performance, progress, and participation data
Special education/non-special education population including discipline, progress and participation data
At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

Parent surveys and/or other feedback

Support Systems and Other Data

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

MCCLENDON EL

Goal 1. (Instruction) McClendon will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 1. (Raise TEA Accountability Rating) McClendon Elementary will improve overall student achievement through rigorous Tier I instruction, effective implementation of High-Quality Instructional Materials (HQIM), data-driven decision-making, and targeted intervention systems, resulting in a TEA Accountability Rating of B or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade-level PLC teams will meet weekly to implement the district PLC process with fidelity by analyzing student achievement data, monitoring progress toward campus goals, identifying students in need of intervention or enrichment, and developing action plans to address identified learning gaps. PLC documentation, intervention plans, and student progress data will be reviewed regularly by campus administration and instructional coaches to ensure instructional adjustments result in increased student achievement and growth. (Title I SW Elements: 1.1,2.2,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	All Core Teachers, Campus Principals & Assistant Principals, Instructional Coaches	26-27	Title I	Criteria: PLC agendas and minutes District PLC documentation Common formative assessment data Student progress-monitoring data Intervention and enrichment plans Benchmark and STAAR Interim results STAAR assessment results Administrator and instructional coach monitoring logs Student achievement and growth data by student group
2. Implement a student goal-setting process following all major assessment cycles, including Beginning-of-Year (BOY), Middle-of-Year (MOY), End-of-Year (EOY) diagnostics, unit assessments, benchmarks, and STAAR data reviews. Students, teachers, and parents will collaboratively analyze performance data to establish measurable academic goals, monitor progress, identify areas for growth, and celebrate achievement. Goal-setting conferences and data discussions will be used to increase student ownership of learning, strengthen home-school partnerships, and support continuous academic growth throughout the school year. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,4,4.1,5,5.1,5.3,5.4)	Administration, All Staff, Curriculum and Instruction, Instructional Coaches, Instructional Specialists	26-27	6399 General Supplies	Criteria: Student goal-setting forms/data trackers BOY, MOY, and EOY diagnostic data Benchmark and unit assessment results STAAR and STAAR Interim data Student-led data conferences Parent communication logs Goal progress monitoring documentation Student data notebooks/binders Teacher conference records Growth reports and achievement data Student reflection activities Increased student achievement and growth outcomes

MCCLENDON EL

Goal 1. (Instruction) McClendon will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 1. (Raise TEA Accountability Rating) McClendon Elementary will improve overall student achievement through rigorous Tier I instruction, effective implementation of High-Quality Instructional Materials (HQIM), data-driven decision-making, and targeted intervention systems, resulting in a TEA Accountability Rating of B or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. Implement student-centered, research-based instructional practices through differentiated instruction, sheltered instruction, small-group instruction, intervention, and enrichment to meet the needs of all learners. The Campus Leadership Team will conduct regular classroom walkthroughs to monitor implementation of campus instructional expectations, including Lead4Ward strategies, Heggerty routines, HQIM, writing across the curriculum, word walls, sound walls (PK-2), and language supports in Dual Language classrooms. Walkthrough data will be used to provide feedback, support teacher growth, and strengthen Tier I instruction. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3.1,3.2,4,4.1,5,5.1,5.2,5.3,5.4)	Administrative Team, All teachers, Instructional Coaches	2026-2027	Title I, Title III, 6399 General Supplies	Criteria: Classroom walkthrough data Community Classroom checklists Coaching and observation records Lesson plans Student work samples Intervention documentation Benchmark and STAAR data Student growth data

MCCLENDON EL

Goal 1. (Instruction) McClendon will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 2. (Increase Meets rating in Math and RLA) McClendon Elementary will increase the percentage of students performing at the Meets Grade Level standard in Reading Language Arts (RLA/SLAR) and Mathematics through rigorous Tier I instruction, effective implementation of High-Quality Instructional Materials (HQIM), data-driven PLCs, and targeted intervention, contributing to the district goal of increasing Meets performance from 42% in 2025 to 57% by 2031.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will create language-rich learning environments that promote student discourse, collaboration, critical thinking, and problem-solving. Students will regularly engage in opportunities to discuss, explain, analyze, justify, and defend their thinking using academic vocabulary and content-specific language. Teachers will utilize Lead4Ward strategies, High-Quality Instructional Materials (HQIM), and district-approved resources aligned to the TEKS to strengthen student understanding and increase performance at the Meets Grade Level standard. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,4,4.1,5,5.1,5.2,5.3)	All Staff, Assistant Principals, Instructional Coaches, Instructional Specialists	26-27	Title I	Criteria: Classroom walkthrough data Student discourse observation data Lesson plans and lesson internalization documents Student work samples Academic vocabulary and language support implementation Lead4Ward strategy implementation evidence HQIM implementation monitoring Common formative assessment results Benchmark and STAAR Interim data STAAR RLA/SLAR and Math results Student achievement and growth data PLC documentation and data analysis records
2. Monitor the academic progress of all student groups on a monthly basis, with a focused emphasis on Emergent Bilingual (EB) and Special Education (SPED) students. Utilize student performance data to identify learning gaps, implement targeted interventions, and adjust instruction through the MTSS, ARD, and LPAC processes to ensure students receive appropriate academic support and make progress toward grade-level expectations. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6)	Administration, All teachers, C&I Department, Instructional Coaches, Special Education Teachers	26-27	Title I, Title III	Criteria: MTSS documentation and intervention plans ARD committee records LPAC committee records Progress monitoring data Common formative assessment results Benchmark and STAAR Interim data Student achievement data by subgroup

MCCLENDON EL

Goal 1. (Instruction) McClendon will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 2. (Increase Meets rating in Math and RLA) McClendon Elementary will increase the percentage of students performing at the Meets Grade Level standard in Reading Language Arts (RLA/SLAR) and Mathematics through rigorous Tier I instruction, effective implementation of High-Quality Instructional Materials (HQIM), data-driven PLCs, and targeted intervention, contributing to the district goal of increasing Meets performance from 42% in 2025 to 57% by 2031.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: BI,ESL,EB,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,4,4.1,5,5.1,5.3,5.4)				PLC documentation Intervention schedules and logs Student growth reports STAAR RLA/SLAR and Math results Special Education and Emergent Bilingual performance data
3. Special Education and Dyslexia teachers will provide individualized, research-based instruction aligned to students' identified needs while collaborating with general education teachers to strengthen Tier I instruction, implement appropriate accommodations and modifications, and ensure targeted interventions support student growth and achievement in the least restrictive environment. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: SPED,AtRisk,Dys) (Strategic Priorities: 1,2,4) (ESF: 1,1.2,2,2.1,3,3.1,4,4.1,5,5.1,5.2,5.3,5.4)	Administration, All teachers, Special Education Teachers, SPED Teachers	2026-2027	Title I	Criteria: IEP goal progress reports Dyslexia progress-monitoring data Student intervention plans Special Education service logs Co-planning and collaboration documentation Classroom observation and walkthrough data Accommodation and modification implementation records Progress monitoring assessments Benchmark and STAAR Interim data STAAR performance data for Special Education students ARD documentation Student growth and achievement data

MCCLENDON EL

Goal 1. (Instruction) McClendon will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 3. (Increase Academic Growth) McClendon Elementary will increase academic growth in Reading Language Arts (RLA/SLAR) and Mathematics by implementing rigorous Tier I instruction, data-driven intervention systems, and targeted support for all student groups, contributing to the district goal of increasing the Academic Growth score from 67 in 2025 to 90 by 2031.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will conduct regular student conferences and goal-setting sessions to guide individualized instruction and monitor student growth. Using district assessment data, unit assessments, benchmark results, STAAR data, writing samples, attendance records, and behavior data, teachers and students will establish measurable academic goals aligned to grade-level TEKS. Student progress will be monitored throughout the year, and instructional decisions will be adjusted to support continuous growth and achievement. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1,1.2,3.1,3.2,4.1,5.1,5.3)	All teachers, Assistant Principals, Campus Administration, Classroom Teachers, Curriculum and Instruction, Curriculum Specialist, Instructional Coaches	2026-2027	Title I	Criteria: Student goal-setting forms and data trackers Student conference documentation District assessment data Unit assessment results Benchmark assessment results STAAR and STAAR Interim data Writing samples and rubrics Attendance and behavior data Progress monitoring records Student growth reports PLC documentation Report card and grading period data Increased academic growth in RLA/SLAR and Mathematics
2. Students will participate in enrichment opportunities, including UIL, Student Council, Safety Patrol, campus clubs, and educational field trips that extend learning beyond the classroom. These experiences will be intentionally connected to grade-level TEKS and designed to build academic vocabulary, background knowledge, critical thinking, problem-solving, and leadership skills. By providing students with authentic learning experiences and opportunities for deeper application of content, the campus will increase student engagement and support higher levels of academic achievement, including performance at the Meets and Master's Grade Level standards (Title I SW Elements: 2.1,2.4,3.1) (Target Group: All) (Strategic	Administrative Team, All teachers	2026-2027	Title I	Criteria: Student participation rosters UIL and club participation records Student Council and Safety Patrol membership records Field trip documentation Student reflections and projects Student work samples Academic vocabulary growth data Classroom assessment results Benchmark and STAAR Interim data STAAR Meets and Masters performance data Student engagement surveys Student growth and achievement data

MCCLENDON EL

Goal 1. (Instruction) McClendon will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 3. (Increase Academic Growth) McClendon Elementary will increase academic growth in Reading Language Arts (RLA/SLAR) and Mathematics by implementing rigorous Tier I instruction, data-driven intervention systems, and targeted support for all student groups, contributing to the district goal of increasing the Academic Growth score from 67 in 2025 to 90 by 2031.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2,3,4) (ESF: 1,1.2,2,2.1,3,3.1,3.3,3.4,4,4.1,5,5.1)				

MCCLENDON EL

Goal 1. (Instruction) McClendon will provide a well-aligned and rigorous curriculum, supported by effective instruction and technology, to ensure students meet or exceed educational standards, with a strong focus on academic accountability and continuous year-over-year improvement.

Objective 4. (TELPAS) McClendon Elementary will maintain a score of 4 out of 4 possible points on the TELPAS Progress measure by ensuring Emergent Bilingual students demonstrate annual growth in English language proficiency through high-quality instruction, targeted language supports, and effective implementation of Dual Language and sheltered instructional practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will consistently implement sheltered instruction strategies, language objectives, structured student discourse, and academic vocabulary development across all content areas to support English language acquisition. Through PLC collaboration, progress monitoring, and targeted language supports, teachers will provide Emergent Bilingual students with daily opportunities to listen, speak, read, and write in meaningful academic contexts, ensuring continued growth in all TELPAS domains. (Target Group: BI,ESL,EB) (ESF: 1,1.2,3,3.1,4,4.1,5,5.1,5.2,5.3)	All teachers	26-27	Title III	Criteria: TELPAS results and progress data TELPAS calibration and training records Classroom walkthrough data Language objectives posted and implemented Student discourse observations PLC documentation LPAC documentation Writing samples Academic vocabulary evidence Progress monitoring data for Emergent Bilingual students Lesson plans Student growth data by TELPAS domain

MCCLENDON EL

Goal 2. (Hiring) McClendon will recruit, hire, train, and retain top-tier, highly qualified staff through effective strategies that promote long-term retention.

Objective 1. (Effective Walkthrough and Coaching) McClendon Elementary will improve student achievement by strengthening Tier I instruction, classroom management, and teacher effectiveness through weekly walkthroughs, data-driven feedback, instructional coaching, and the continued development of teacher and campus leadership capacity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To strengthen instructional effectiveness and classroom management, the Instructional Coach will implement ongoing coaching cycles that include classroom observations, modeling, co-teaching, feedback, and reflective conversations focused on improving Tier I instruction and student achievement. Additionally, the district Educator Development Coordinator will provide targeted support and mentorship for teachers in their first and second years of teaching, focusing on lesson planning, instructional delivery, classroom management, and professional growth to ensure successful implementation of campus and district expectations. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,5.1,5.2)	Administrative Team, Curriculum and Instruction, Curriculum Specialist, Instructional Coaches, Mentor teachers, Mentors	2026-2027	Title III	Criteria: Instructional coaching logs Coaching cycle documentation Classroom observation and walkthrough data Teacher goal-setting and reflection forms Educator Development Coordinator support logs New teacher mentoring records Professional development participation records Classroom management observation data Teacher retention data Student achievement and growth data T-TESS observations and feedback PLC participation and collaboration records
2. The campus administration team will conduct a minimum of 15 instructional walkthroughs each week to monitor instructional practices, classroom management, student engagement, and implementation of campus expectations. Timely, actionable feedback will be provided to teachers to support continuous professional growth and instructional improvement. In addition, administrators will facilitate at least 2 coaching cycles per week, including observation, feedback, goal setting, and follow-up support, with progress documented and monitored through the campus coaching and	Administrative Team, Instructional Coaches, Leadership Team	2026-2027	Title I	Criteria: Walkthrough documentation and reports Weekly walkthrough logs Coaching cycle documentation Teacher feedback records Goal-setting and reflection forms Campus data-tracking spreadsheet Classroom observation data T-TESS observation evidence Professional growth plans Student engagement data Student achievement and growth data

MCCLENDON EL

Goal 2. (Hiring) McClendon will recruit, hire, train, and retain top-tier, highly qualified staff through effective strategies that promote long-term retention.

Objective 1. (Effective Walkthrough and Coaching) McClendon Elementary will improve student achievement by strengthening Tier I instruction, classroom management, and teacher effectiveness through weekly walkthroughs, data-driven feedback, instructional coaching, and the continued development of teacher and campus leadership capacity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
data-tracking system. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,3.1,4,4.1,5,5.1,5.2)				Evidence of implementation of feedback and coaching recommendations

MCCLENDON EL

Goal 2. (Hiring) McClendon will recruit, hire, train, and retain top-tier, highly qualified staff through effective strategies that promote long-term retention.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The McClendon Elementary Leadership Team will meet weekly to review student achievement data, campus needs, teacher development, and school improvement initiatives. Counseling and student support data will be reviewed biweekly to address academic, behavioral, attendance, and social-emotional needs. Through collaborative problem-solving and data analysis, the leadership team will identify trends, monitor progress toward campus goals, and develop action plans to support student success, staff growth, and continuous campus improvement. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1,1.2,2,2.1,5,5.1,5.2,5.3,5.4)	Administration, Counselors, Leadership Team	2026-2027	Title I	Criteria: Leadership Team meeting agendas and minutes Student achievement and growth data Attendance and behavior reports Counseling and student support documentation Intervention and action plans Campus goal monitoring documents Professional development plans Teacher support and coaching records MTSS documentation Walkthrough and observation data Benchmark and STAAR data Evidence of implemented action steps and follow-up monitoring

MCCLENDON EL

Goal 3. (Safety) McClendon is committed to maintaining a safe, secure, and orderly environment that supports effective teaching, learning, and the well-being of all students, staff, and visitors.

Objective 1. (Safety) In partnership with the CISD Police Department, campus counselors, and district safety personnel, McClendon Elementary will maintain a safe, secure, and supportive learning environment through the implementation of proactive safety practices, ongoing staff training, emergency preparedness procedures, and a designated crisis response team equipped to effectively respond to medical emergencies and critical incidents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The school counselor will promote campus safety, student well-being, and positive school culture by providing monthly classroom guidance lessons utilizing the Capturing Kids' Hearts framework and other research-based social-emotional learning resources. Lessons will focus on relationship-building, safety awareness, self-management, conflict resolution, responsible decision-making, and positive behavior. The counselor will also facilitate targeted small-group interventions, coordinate Red Ribbon Week drug-prevention activities, and serve as a liaison between the school and families by providing support, resources, and opportunities to strengthen family-school partnerships. (Title I SW Elements: 1.1,2.1,2.3,2.6,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,3,3.1,3.2,3.3,3.4)	All teachers, Counselors	2026-2027	Title III	Criteria: Guidance lesson schedules and documentation Small-group counseling records Capturing Kids' Hearts implementation evidence Red Ribbon Week activities and participation records Counseling referral data Student behavior data Attendance data Parent meeting logs Family resource and support documentation Student surveys Campus climate data Counselor activity logs
2. McClendon Elementary will maintain a comprehensive campus safety program by conducting monthly emergency drills, providing annual Safety and Security and Standard Response Protocol training for all staff, and performing daily safety checks to ensure compliance with district and state safety requirements. The campus will continue to partner with the CISD Police Department to maintain secure facilities, monitor safety procedures, and ensure all visitors are screened through the Raptor system prior to entering the building. (Title I SW Elements: 1.1,2.1) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Administrative Team, All Staff, School Resource Officer	2026-2027	6399 General Supplies	Criteria: Safety drill logs Staff training sign-in sheets and certificates Daily safety check documentation TEA safety audit results CISD Police Department collaboration records Visitor management and Raptor reports Standard Response Protocol implementation records Campus safety inspection reports Emergency operations plan documentation Corrective action and follow-up reports Safety committee meeting notes

MCCLENDON EL

Goal 3. (Safety) McClendon is committed to maintaining a safe, secure, and orderly environment that supports effective teaching, learning, and the well-being of all students, staff, and visitors.

Objective 1. (Safety) In partnership with the CISD Police Department, campus counselors, and district safety personnel, McClendon Elementary will maintain a safe, secure, and supportive learning environment through the implementation of proactive safety practices, ongoing staff training, emergency preparedness procedures, and a designated crisis response team equipped to effectively respond to medical emergencies and critical incidents.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
3. All staff will consistently implement the components of Capturing Kids' Hearts, CODE, and PBIS to foster positive relationships, promote student engagement, and maintain a safe and supportive learning environment. Practices will include social contracts, daily morning meetings, greeting students at the door, recognizing positive behaviors, utilizing the 4 Questions model for behavior reflection, and reinforcing campus expectations to support students' academic, social, and emotional success. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.2,3.3)	All Staff, All teachers	2026-2027	Title I	Criteria: Classroom walkthrough data CKH implementation checklists PBIS/CODE implementation evidence Social contracts displayed in classrooms Morning meeting schedules and observations Student behavior data Discipline referral data Attendance data Student and staff climate survey results Recognition and incentive program documentation Counselor and administrator observation records CKH Showcase School monitoring evidence

MCCLENDON EL

Goal 4. (Financial) McClendon will uphold excellence in financial and facility planning, guided by strong stewardship and fiduciary responsibility to ensure transparency, accountability, and sustainability.

Objective 1. (Budget) McClendon Elementary will strategically utilize instructional funds and available resources to support student achievement, academic growth, and teacher effectiveness by providing high-quality instructional materials, targeted interventions, technology resources, and professional learning opportunities aligned to campus improvement goals and student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. McClendon Elementary will strategically utilize all budgeted instructional funds to support student achievement by purchasing high-quality instructional materials, intervention resources, supplemental programs, and classroom supports aligned to campus goals and student needs. Resources will be selected based on student performance data and will be used to strengthen Tier I instruction, provide targeted interventions, and accelerate student growth and achievement. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,3.3,4.1,5.1,5.4)	Administration, All teachers, Finance Department	2026-2027	Title I	Criteria: Campus budget reports Purchase orders and expenditure records Intervention program usage data Instructional material inventories Student achievement data Progress monitoring reports Benchmark and STAAR Interim results STAAR assessment results PLC data analysis documentation Intervention group documentation Student growth reports
2. McClendon Elementary will provide ongoing professional development aligned to campus and district goals to strengthen instructional practices, student achievement, and school culture. Professional learning opportunities may include, but are not limited to, Capturing Kids' Hearts, 7 Steps to a Language-Rich Classroom, DMAC data analysis, High-Quality Instructional Materials (HQIM), sheltered instruction strategies, PLC processes, and other research-based practices designed to improve teaching and learning outcomes. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) (ESF: 1.1,2.1,3.1,3.2,3.3,5.1)	Administrative Team, All teachers, C&I Department	2026-2027	Title I	Criteria: Professional development agendas and sign-in sheets Teacher feedback surveys Professional development certificates PLC documentation Classroom walkthrough data Coaching and observation records DMAC data reports HQIM implementation monitoring Student achievement and growth data Benchmark and STAAR results T-TESS observation data Evidence of implementation of learned strategies

MCCLENDON EL

Goal 5. (Community) McClendon Elementary will create meaningful and inclusive opportunities for parents and community members to be involved in the educational process. Through collaborative committees and open dialogue, we aim to build strong partnerships that reflect the diverse voices of our community and support the success of every student.

Objective 1. (Community Involvment) McClendon Elementary will strengthen partnerships with local businesses, community organizations, government agencies, and higher education institutions to provide students and families with meaningful learning experiences, enrichment opportunities, mentorship, and resources that support academic achievement, career awareness, and community engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. McClendon Elementary will foster strong family and community partnerships through consistent two-way communication using teacher and principal newsletters, social media platforms, classroom communication tools, and the campus website. The campus will host Parent-Teacher Conference Nights and provide regular opportunities for families to engage in their child's learning. All teachers will conduct fall conferences with parents to review student progress, establish academic goals, and strengthen home-school partnerships. Additional conferences will be held throughout the year, including spring conferences for students who are not meeting grade-level expectations, to collaboratively develop support plans and promote student success. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.4)	Administration, PTO Liason/Receptionist, PTO Representatives, Staff	2026-2027	Title III	Criteria: Parent-Teacher conference logs Parent participation records Teacher communication logs Principal newsletters Social media and website analytics Family engagement event attendance Parent surveys Student goal-setting documentation Academic intervention plans Student achievement and growth data Home-school communication records Family engagement feedback forms
2. McClendon Elementary will collaborate with the PTO and community partners to provide engaging family-centered events that strengthen school-community relationships and promote student success. Events may include, but are not limited to, Fall Festival, Daddy-Daughter Night, Mother-Son Night, Boosterthon, STEAM Night, Book Fair activities, and other opportunities that encourage family involvement, celebrate student achievement, and foster a strong sense of belonging within the school community. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3.4)	Administration, PTO Liason/Receptionist, PTO Representatives	2026-2027	6399 General Supplies	Criteria: Event attendance records PTO meeting minutes and documentation Volunteer participation records Family engagement surveys Event planning and participation logs Community partner involvement records Social media and communication outreach data Parent feedback forms Student participation records Campus climate survey data

MCCLENDON EL

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				Family engagement activity reports
3. Develop jointly with and distribute to parents a written Parent Family Engagement (PFE) policy that describes how the school will inform parents of the school's participation in the Title I, Part A program and the strategies the school will use to build parents' capacity to support campus academic goals. To meet the diverse language needs of our parents, families, and community members, the policy will be translated into additional languages at no cost. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3,3.3,3.4)	Administration, PTO Representatives	26-27	Title I	Criteria: Parent Family Engagement Policy School-Parent Compact
4. Develop jointly with parents and distribute a school-parent compact that describes the shared responsibility for learning among staff, families, and students. To meet the diverse language needs of our parents, families, and community members, an additional translation of the compact will be made available at no cost. Families will have an opportunity to review the compact and provide feedback during parent-teacher conferences. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.4)	Administration, PTO Representatives	August 2026	Title I	Criteria: School-Parent Compact

MCCLENDON EL

Goal 6. (Evaluation) McClendon Elementary shall evaluate organizational effectiveness through a comprehensive review.

Objective 1. (Stakeholder Engagement and Feedback) McClendon Elementary will conduct stakeholder satisfaction surveys in the fall and spring to gather feedback from students, staff, and families regarding campus programs, services, communication, and events. Survey results will be analyzed and used to inform decision-making, improve campus practices, and strengthen stakeholder engagement and satisfaction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. McClendon Elementary will administer Capturing Kids' Hearts (CKH) stakeholder surveys to students, staff, and families to evaluate the effectiveness of the program and assess its impact on school culture, student relationships, family engagement, and the overall learning environment. Survey results will be reviewed and used to identify areas of strength, opportunities for growth, and action steps for continuous improvement. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 1.2,3.1)	Administration, All Staff, PTO Liason/Receptionist, PTO Representatives	2026-2027	Title III	Criteria: CKH survey results Student survey data Staff survey data Parent survey data CKH implementation reports Campus climate data Attendance data Behavior and discipline data Family engagement data Leadership Team review and action plans Evidence of improvements based on survey feedback
2. McClendon Elementary will administer stakeholder surveys to staff and families in the fall and spring to gather feedback regarding curriculum, instruction, communication, campus culture, family engagement, and school programs. Survey results will be analyzed by campus leadership to identify strengths, address areas for improvement, and guide decision-making that supports continuous improvement and responsiveness to stakeholder needs. (Title I SW Elements: 1.1,2.1,2.3) (Target Group: All) (ESF: 1.2)	Administration, All Staff, PTO Representatives	2026-2027	Title III	Criteria: Fall and spring survey results Parent participation rates Staff participation rates Survey data summaries and reports Leadership Team meeting minutes Campus improvement action plans Family engagement data Communication effectiveness data Program evaluation reports Evidence of adjustments made based on stakeholder feedback CKH and campus climate data