

Houston Independent School District
227 McNamara Elementary School
2023-2024 Campus Improvement Plan



Mission Statement

Mission: Through rigorous, literacy focused instruction, McNamara Elementary educates all pre-kindergarten through fifth grade leaders to excel in college, career and life.

Vision

McNamara's vision is to produce students that are college and career ready by implementing best instructional practices and promoting positive relationships through a culture of collaboration and accountability that is guided by a highly effective professional learning community.

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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Although our TEA Accountability rating for the 2022-2023 school year is still pending, our overall TEA Accountability Rating, based on the 2021-2022 school year, is an 89-B. Our Domain 1-Student Achievement Score is a 71-C. Domain 2-School Progress Score is a 94-A for Part A and 80-B for part B. Domain 3-Closing the Achievement Gap Score is a 76-C. We met standards with an overall score of 89-B and we earned a distinction in Science and in comparative academic growth.

The table below demonstrates the percentage of students scoring at the different performance levels for the Spring 2022 and Spring 2023 administration of the STAAR test:

	Math	Reading	Science	
	2022	2022	2022	2022
		2023	2023	2023
Approaches	61%	66% 6%	59% 6%	63%
Meets	36%	40% 3%	34% 6%	38%
Masters	17%	22% 1%	13% 4%	21%

The table below shows the percentage of emergent bilingual students in the 2022-2023 school year who decreased or increased their composite score on TELPAS as compared to the previous school year (2021-2022).

	Decreased ↓	Increased ↑
1st grade	1%	26%
2nd grade	3%	42%

	Decreased ↓	Increased ↑
3rd grade	3%	38%
4th grade	9%	26%
5th grade	11%	30%

The table below shows the percentage of students reading below, at, and above grade level in Kinder-3rd grade based on Running Record data from the end of the 2022-2023 school year:

	% Below Grade Level	% Meeting Grade Level	% Above Grade Level
Kinder English @C-D	65%	11%	24%
Kinder Spanish @ C-D	60%	40%	0%
1st grade English @ I-J	63%	8%	28%
1st grade Spanish @ I-J	68%	16%	16%
2nd grade English @ M-N	67%	25%	9%
2nd grade Spanish @ M-N	66%	13%	21%
3rd grade English @ P-Q	54%	10%	36%
3rd grade Spanish @ P-Q	53%	19%	28%

The table below show the percentage of 1st and 2nd grade students that passed the High Frequency Word Evaluation (HFWE) at the beginning, middle, and end of the 2022-2023 school year.

	Beginni ng	Middle	End
1st grade English	42%	65%	87%

	Beginni ng	Middle	End
1st grade Spanish	45%	67%	78%
2nd grade English	41%	49%	65%
2nd grade Spanish	78%	88%	97%

Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Due to the pandemic and COVID interruptions on schooling, we were determined to increase our STAAR scores from the drop in scores we saw during the 2020-2021 school year. Our goals were for our students to achieve 70% approaches, 40% meets, and 20% masters in all STAAR tested subject areas. While we did not meet our goals in all subject areas, our students continued to show growth and progress in most areas.

An extensive review of our campus student achievement data allows us to see areas in which we have shown growth. Compared to last year's STAAR data, we have seen a growth in all performance levels (approaches, meets, masters) in both Math and Science. Our Science scores have consistently excelled, earning us a science distinction for several years in a row.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Based on our data, there has been a trend of students in Kinder-3rd grade not reading on grade level at the end of each school year, further impacting the student achievement in 4th and 5th grade. **Root Cause:** There has been a lack of a structured curriculum and resources based on the science of teaching reading to support teachers in getting students to read on grade level.

School Culture and Climate

School Culture and Climate Summary

McNamara's priority is to build a healthy school culture and climate for students, staff, and parents. We also strive to increase student attendance rates and increase parent communication. We promote involvement in the school and community. We have a full time counselor, a Communities in Schools (CIS) specialist and a campus-based Wraparound Specialist to assist with meeting the social and emotional needs of our students. As these areas are continuously addressed, our overall goal of increasing student academic success will be met. We create an educational and professional environment that recruits and retains highly effective teachers, which includes providing the necessary professional development to enhance the quality of instruction for all teachers and students. We have prioritized providing opportunities for faculty and staff to collaborate and grow academically, personally, and professionally. PLCs are held twice a week and the leadership team provides support during PLCs as needed.

McNamara's motto, "Work Hard. Be Kind." Encourages kindness and perseverance. Our students display "Mustang Pride" and feel safe and at home while at school. This year, our goal is to maximize appropriate conduct and minimize student misbehavior by teaching kindness intentionally. This will assist with student success from one grade level to the next. The benefits of stressing kindness are happiness, sense of belonging, improved self-esteem, increased peer acceptance, improved health and less stress, feelings of gratitude, reduced depression, and less bullying. All these characteristics are key to a well-rounded education and lifetime success.

Teachers hold high expectations and recognize the strengths of every student. Their focus is to create a positive campus culture where students can grow socially, emotionally, and academically. Discipline referrals are reserved for severe events/outbursts. Teachers are proactive in teaching and modeling the accepted behaviors in classrooms and throughout the campus common areas (hallways, playground, cafeteria, restrooms). These initiatives contribute to lower student discipline referrals and prouder students. Students and parents are greeted every morning by administrators and teachers and made to feel welcome. Positive behavior strategies and kindness techniques which support anti-bullying are in place for student behaviors. This promotes good behavior choices. We address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging STAAR standards, through activities which may include school-based support services (CIS) and other strategies to improve students' skills outside the academic subject areas. For attendance, we use a "buddy" system in which each person on the leadership team and front office staff is assigned a few students with chronic absenteeism with the goal of making connections and encouraging attendance. Monthly incentives such as pizza and ice cream parties are being used to promote student attendance. Incentives will be at the classroom and individual levels.

School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Teachers generally express that they enjoy working at McNamara Elementary, with many teachers working on our campus for 20+ years. Teachers actively work together to support each other in their grade level PLCs but also outside of work hours. The Mustang Pride club hosts "Friday Fellowship" meetings to encourage teachers and staff to meet outside of work. The club also celebrates outstanding students and staff each month. School-based mentors, teacher leaders, and our teacher specialists work together to provide teachers with professional development and strategies to help them develop their skills. Faculty and staff appreciate the monthly newsletters communicated through email. The newsletters communicate schoolwide expectations, instructional focus areas, action items, reminders, and upcoming events, teacher, and volunteer spotlights.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: Teachers often experience higher levels of stress and fatigue, leading to a lower staff morale. **Root Cause:** Our teachers diligently devote themselves to their profession and their goals to help all students. They are passionate about what they do and feel a strong sense of responsibility for their students' achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Our campus goal is to select and retain high-quality educators. Our process for selecting these educators consists of interviews with our interview panel and a review of the educator's past experiences and data. Teachers are placed in classrooms based not only on student need, but also on their personal strengths. For many years McNamara's teacher turnover has been low and rarely due to dissatisfaction. The teacher turnover rate in 2022 was 2%. In 2023, we had a larger teacher turnover rate, with the majority of teachers leaving to work outside of Houston ISD. Teacher attendance has been a growth area in the past few years, particularly with specific teachers that are frequently tardy and absent. Teachers that displayed frequent absenteeism were addressed and called to meet directly with the principal. Memos and directives were given to teachers who did not display any improvements in their attendance.

We have chosen to departmentalize classrooms in 2nd-5th grades to better suit the needs of our students and to allow teachers to focus on the content area in which they excel. Departmentalization in 2nd grade has also allowed teachers to focus more time on English language development for emergent bilingual (EB) students. While our goal is to select the highest quality educators, we also understand that there is a need for teacher support, especially with inexperienced/new teachers and those few who are in need of individualized assistance. Our leadership team provides support to all our teachers, not just those who are struggling.

We also strive to support our teachers and students in other ways. We have data conferences with teachers multiple times a year to discuss campus and district-wide assessment data and to plan for intervention/reteaching. We also provide professional development throughout the school year in content-based language instruction and digital learning to continue to support our different populations, such as emergent bilinguals (Ebs). Weekly PLCs and monthly content planning meetings take place and cover topics such as student interventions and assessments.

At the beginning of this school year, we analyzed 2022-2023 T-TESS appraisal data and anecdotal notes on the quality of teacher instruction to develop a tiering system for teachers. We then placed teachers in tiers 1-4 based on their own instruction. Based on the data, 46% of the teachers on our campus fell under "Improvement Needed" or "Developing", with only 6 teachers falling under the highest tier 1.

Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

One of the most commendable attributes of our staff is their adaptability and receptiveness to change. In the face of new initiatives or educational reforms, our teachers demonstrate a commitment to embracing these changes with diligence even if they are hesitant at first. They proactively seek the necessary support and resources to ensure a smooth transition, recognizing that collaborative efforts are pivotal for the successful implementation of new teaching approaches and curricular changes.

Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

Problem of Practice 1: Based on our campus-designed tiering model, 46% of our teachers on campus are at "Improvement Needed" or "Developing" **Root Cause:** Regular on-the-spot coaching has not traditionally taken place on our campus.

Parent and Community Engagement

Parent and Community Engagement Summary

We know that communication is crucial for engaging parents and the community. The Family and Community Engagement (FACE) department offers all HISD campuses the opportunity to opt-in to become certified as a “Family Friendly School.” McNamara Elementary is currently a “Platinum Certified Family Friendly” school. Our campus also worked with the FACE department in HISD to provide parent trainings during our monthly “Coffee with the Principal” meetings. These monthly meetings served as a way for us to communicate with parents regarding activities and events happening on our campus, as well as give parents support in helping them improve their children’s achievement and school performance. These meetings were originally held virtually and in-person. However, after noticing a discrepancy in the number of parents that showed up to virtual and in-person meetings, we switched to in-person meetings and would regularly get at least 20 parents to show up per meeting. We made sure to provide Spanish and Pashto/Dari translation to accommodate for the language needs of the majority of our parents. Parents in these meetings and in the parent walkthroughs expressed their appreciation for the school and our staff, particularly the communication they have with the teachers and office staff.

To ensure effective involvement of parents and to support a partnership between the school, parents, and community with the goal of improving student academic achievement, McNamara Elementary School will do the following:

1. Provide assistance to parents for understanding such topics as the State’s Academic Content Standards, The State Student Academic Achievement Standards, and State and Local Academic Assessments. Our school will provide for this provision as stated in the Parent Involvement Policy and Shared Responsibilities for High Student Achievement sections of this document.
2. Provide materials and training. Training such as Family Math Night, Literacy Night, Family Science Night, and training during Title I Parent meetings such as F.A.C.E. to assist parents in how to work with their child/children to improve their children’s achievement.
3. Provide professional development for teachers, teacher assistances and other staff, with the assistance of parents, on how to reach out and communicate with parents as equal partners while building ties between parents and the school. Parental input will be solicited throughout the year in Title I Parent meetings, through surveys and one-to-one conferences. Information derived will be utilized by the school’s Administrative Team to strengthen the tie between school, home and the community to increase student achievement thus creating college and career ready students.
4. Provide information related about the school to parents. The information about meetings and other activities is sent to the parents in a format and in a language parents can understand. McNamara Elementary has made it a practice to send home school correspondences in English and Spanish to ensure all information related to our school is understandable.

Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

We understand that there are barriers that prevent greater parental involvement on our campus. For one, many of the parents are non-English speakers, so we do our best to accommodate with translations in Spanish and Pashto/Dari, where possible. We also try to have meetings and events such as Open House and Literacy Night later in the evenings where parents are able to join once they get off work. We also understand that many of our parents are immigrants/refugees that don’t have access or knowledge about available resources. Our Wraparound Services specialist and Communities in School (CIS) specialist work together to provide parents with access to resources they need in order to be more involved in their children’s education.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: The number of parents that participate in school events and/or engage in their child's education is low **Root Cause:** Being a Title I campus, our students' parents have priorities (work, child care) other than participating in their child's education and school events

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

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

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Key Actions

Key Action 1: Increase the number of students reading on grade level in Kinder-3rd grade

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the number of students reading on grade level in Kinder-3rd grade

Indicator 1: 70% of 2nd-3rd grade students will increase their RIT score on the Reading NWEA Map assessment by 7 points by December 2023 and at least 5 additional points by June 2024.

Indicator 2: 50% of K-1st grade students will move up one performance level from the BOY DIBELS/Lectura administration to the MOY administration. That number will increase to 65% of students for the EOY administration





Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase the number of students reading on grade level in Kinder-3rd grade</p> <p>School Leaders' Actions</p> <p>Provide Amplify curriculum materials for English and Spanish instruction and train the teachers on its use by August 25, 2023</p> <p>For select teachers, provide expert professional development (Reading Academy) on literacy and how to teach reading to students who are behind in proficiency. Teachers will complete the Reading Academy by March 2024.</p> <p>Train and calibrate teachers on effectively administering the NWEA Map and DIBELS/Lectura assessments by September 15, 2023</p> <p>Conduct weekly spot observations during the scheduled Reading block for each teacher.</p> <p>Conduct monthly progress monitoring meetings with each grade level to discuss data and next steps</p> <p>Staff Actions</p> <p>During August pre-service weeks, assemble materials for running record binders and make copies of all materials. Prepare data trackers for class running record data and individual student data.</p> <p>Track NWEA Map and DIBELS/Lectura student data consistently throughout the school year and create small groups of students for interventions/enrichment.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 1: Increase the number of students reading on grade level in Kinder-3rd grade

Indicator of Success 2: Increase morale on campus, particularly for the teachers and staff

Indicator 1: 70% of teachers will express that they are satisfied with the campus climate and culture on the schoolwide survey in December 2023. This number will increase to 80% by May 2024.

Indicator 2: The teacher turnover rate will decrease from 20% to 10% at the end of the 2023-2024 school year.

Specific Action 1 Details		Reviews			
Specific Action 1: Increase morale on campus, particularly for the teachers and staff School Leaders' Actions "Team Members of the Month" will be posted on the bulletin board by the sign in sheet Recognize and appreciate the hard work of teachers and staff through regular verbal recognition, thank-you notes, or awards for exceptional performance Encourage collaboration and teamwork among staff members by organizing team-building activities and events to strengthen interpersonal relationships. Regularly share and celebrate student successes to remind staff of the impact they have on their students' lives. Staff Actions Use the "Shout-out" board to highlight team members who are doing an exceptional job Openly participate in team-building activities and weekly PLCs Foster a sense of teamwork by collaborating with other teachers on projects, lesson planning, and/or sharing resources. Engage in open and positive communication with all peers		Formative			Summative
		Feb	Mar	Apr	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Key Action 2: Grow staff capacity to provide the highest quality instruction





Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Grow staff capacity to provide the highest quality instruction

Indicator 1: 60% of teachers will receive a score of 9 points or higher out of 15 total points on the spot observations by December 2023. This number will increase to 70% by May 2024.

Indicator 2: 60% of teachers will receive a score of "Proficient" or higher on all dimensions in Domain 2 on T-TESS during their one-hour observations by the leadership team by May 2024.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Grow staff capacity to provide the highest quality instruction</p> <p>School Leaders' Actions</p> <p>Train teachers on the spot observation rubric during August pre-service PD.</p> <p>Train teachers on campus expectations for high-quality instruction (effective lesson objectives and demonstrations of learning, multiple response strategies, differentiated instruction, the use of technology to improve instruction)</p> <p>Provide regular on-the-spot coaching and provide feedback monthly to each teacher.</p> <p>Conduct effective PLCs that focus on data, Los, DOLs, and specific intervention strategies.</p> <p>Provide PD for teachers on lesson internalization for Eureka and Amplify</p> <p>Staff Actions</p> <p>Plan and implement effective lessons that include a LO, DOL, and activities that support the objective</p> <p>Attend the Eureka initial 2-day training. Submit lesson internalization on a weekly basis</p> <p>Participate in planning PLCs for Eureka math in discerning the plot, finding the ladder, and honing the lesson.</p> <p>Implement feedback and action steps from spot observations</p> <p>Use student data to inform instruction and made adjustments to lesson plans, as needed</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 3: Increase the number of parents that participate in school events and engage in their child's academic progress and education

Strategic Priorities:





Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the number of parents that participate in school events and engage in their child's academic progress and education

Indicator 1: Parent participation in monthly "Coffee with the Principal" meetings will increase by 3% each month until May 2024

Indicator 2: 10% of parents will attend Literacy night in December 2023. That number will increase to 15% by Math/Science night in March 2024

Indicator 3: Teachers will communicate with 100% of parents for students in their homeroom at least once per grading cycle, for a total of 6 or more interactions by May 2024

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Increase the number of parents that participate in school events and engage in their child's academic progress and education</p> <p>School Leaders' Actions</p> <p>Advertise school events on ClassDojo, the school website, and school Facebook page.</p> <p>Send flyers to all events a week prior and the week of to encourage parent participation.</p> <p>The principal will make callouts a week prior and the day before all major school events</p> <p>Provide parents with report cards every 6 weeks and progress reports every grading cycle</p> <p>Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities</p> <p>Send a monthly parent newsletter with important dates and campus information</p> <p>Ensure that communication that goes out to parents is in the most commonly spoken languages (Spanish, Pashto/Dari)</p> <p>Staff Actions</p> <p>Communicate with parents regularly in person, on the phone, and via ClassDojo</p> <p>Distribute flyers for school events to all students and families</p> <p>Hold parent-teacher conferences to discuss individual child's achievement</p> <p>Provide necessary assistance to parents so that they can help with assignments</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

Key Action 4: Increase morale on campus, particularly for the teachers and staff

Strategic Priorities:

Increasing Organizational Efficiency, Cultivating Team HISD Talent

Indicator of Success 1: Increase morale on campus, particularly for the teachers and staff

Indicator 1: 70% of teachers will express that they are satisfied with the campus climate and culture on the schoolwide survey in December 2023. This number will increase to 80% by May 2024.

Indicator 2: The teacher turnover rate will decrease from 20% to 10% at the end of the 2023-2024 school year.

Specific Action 1 Details		Reviews			
Specific Action 1: Increase morale on campus, particularly for the teachers and staff School Leaders' Actions "Team Members of the Month" will be posted on the bulletin board by the sign in sheet Recognize and appreciate the hard work of teachers and staff through regular verbal recognition, thank-you notes, or awards for exceptional performance Encourage collaboration and teamwork among staff members by organizing team-building activities and events to strengthen interpersonal relationships. Regularly share and celebrate student successes to remind staff of the impact they have on their students' lives. Staff Actions Use the "Shout-out" board to highlight team members who are doing an exceptional job Openly participate in team-building activities and weekly PLCs Foster a sense of teamwork by collaborating with other teachers on projects, lesson planning, and/or sharing resources. Engage in open and positive communication with all peers		Formative			Summative
		Feb	Mar	Apr	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Key Action 5: Increase the level of student-teacher engagement, especially the use of multiple response strategies

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach

Indicator of Success 1: Increase the level of student-teacher engagement, especially the use of multiple response strategies

Indicator 1: 75% of teachers will receive both checks on Domain 2 and 3 for multiple response strategies on spot observations by the building leadership team by December 2023. This percentage will increase to 85% by May 2024.

Indicator 2: Out of 80 spot observations of classrooms in November, 75% of lessons observed will include at least two MRS strategies. This number will increase to 85% by March 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Increase the level of student-teacher engagement, especially the use of multiple response strategies School Leaders' Actions Train teachers on the different multiple response strategies during August pre-service. The leadership team will model the strategies and allow time for teachers to practice. Conduct weekly spot observations for each teacher and provide on-the-spot coaching on the use of MRS Set the campus expectation by incorporating and modeling the use of at least one MRS strategy during each faculty meeting and PLC (Ongoing) Staff Actions Pre-plan the use of each MRS prior to each lesson to include the preparation of materials needed and planned stopping points during the lesson. Share best practices and the use of MRS during grade level PLCs Implement feedback and action steps from spot observations	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Key Action 6: Improve our students' technology proficiency, particularly in basic navigation and typing/keyboarding





Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: Improve our students' technology proficiency, particularly in basic navigation and typing/keyboarding

Indicator 1: 60% of students in 3rd-5th grade will regularly complete the Keyboarding lessons on Learning.com by December 2023. This number will increase to 70% by May 2024.

Indicator 2: 60% of students in 3rd-5th grade will regularly complete the Computer Fundamentals lessons on Learning.com by December 2023. This number will increase to 70% by May 2024.

Specific Action 1 Details		Reviews			
Specific Action 1: Improve our students' technology proficiency, particularly in basic navigation and typing/keyboarding School Leaders' Actions Work on acquiring more devices so that all grade levels can be 1:1 Ensure that every classroom in 2nd-5th grade has laptops/chromebooks Adjust the ancillary schedule so that students in 3rd-5th grade have access to the computer lab Share information with teachers on practice websites for testing platforms to expose students to the navigation of the page prior to testing Staff Actions Allow students to work on Learning.com throughout the week to improve technology proficiency The technology teacher will ensure that students log on to Learning.com and complete Keyboarding and Computer Fundamentals when they go to the computer lab for ancillary Allow time for students to access practice websites for major assessments prior to testing		Formative			Summative
		Feb	Mar	Apr	June
		<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Key Action 7: Increase the level of student-teacher engagement, especially the sue of multiple response strategies

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Cultivating Team HISD Talent

Indicator of Success 1: Increase the level of student-teacher engagement, especially the sue of multiple response strategies

Indicator 1: 75% of teachers will receive a "2" or higher on the use of multiple response strategies on spot observations by the building leadership team by December 2023. This percentage will increase to 85% by May 2024.

Indicator 2: Out of 80 spot observations of classrooms in November, 75% of lessons observed will include at least 2 MRS strategies with 3rd-5th grade including at least one digital strategy. This number will increase to 85% by March 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Increase the level of student-teacher engagement, especially the sue of multiple response strategies School Leaders' Actions Train teachers on the different multiple response strategies during August pre-service. The leadership team will model the strategies and allow time for teachers to practice. Conduct weekly spot observations for each teacher and provide on-the-spot coaching on the use of MRS. Set the campus expectation by incorporating and modeling the use of at least one MRS strategy during each faculty meeting and PLC (ongoing) Staff Actions Pre-plan the use of each MRS prior to each lesson to include the preparation of materials needed and planned stopping points during the lesson. Share best practices and use of MRS during grade level PLCs. Implement feedback and action steps from spot observations	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Key Action 8: Grow staff capacity to provide the highest quality instruction

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Grow staff capacity to provide the highest quality instruction

Indicator 1: 60% of teachers will receive a score of 2 or higher on the "Delivering purposeful instruction" section of spot observations by December 2023. This number will increase to 70% by May 2024.

Indicator 2: 70% of teachers will be proficient or higher in the delivery of high-quality instruction as measured by that section in the teacher evaluation rubric.

Specific Action 1 Details		Reviews			
Specific Action 1: Grow staff capacity to provide the highest quality instruction School Leaders' Actions Train teachers on the spot observations rubric during August pre-service PD. Train teachers on campus expectations for high-quality instruction (effective lesson objectives and demonstrations of learning, multiple response strategies, differentiated instruction, the use of technology to improve instruction) Provide regular on-the-spot coaching and provide feedback monthly to each teacher Conduct effective PLCs that focus on data, LOs, DOLs, and specific intervention strategies Provide PD for teachers on lesson internalization for Eureka Staff Actions Plan and implement effective lessons that include a LO, DOL, and activities that support the objective. Attend the Eureka initial 2-day training. Submit lesson internalization on a weekly basis Participate in planning PLCs for Eureka math in discerning the plot, finding the ladder, and honing the lesson. Implement feedback and action steps from spot observations Use student data to inform instruction and made adjustments to lesson plans as needed.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

Key Action 9: Improve the English proficiency of our emergent bilingual students

Strategic Priorities:

Expanding Educational Opportunities, Cultivating Team HISD Talent

Indicator of Success 1: Improve the English proficiency of our emergent bilingual students

Indicator 1: 50% of emergent bilingual students will increase their composite score by at least .4 as compared to their previous year's TELPAS score by the January 2024 Summit K-12 summative assessment administration

Indicator 2: 50% of emergent bilingual students will increase their composite score by at least 1 proficiency level as compared to their previous year's TELPAS score by the March 2024 TELPAS administration.

Specific Action 1 Details		Reviews			
Specific Action 1: Improve the English proficiency of our emergent bilingual students School Leaders' Actions Language development coach will train the teachers on content-based language instruction (CBLI) during August pre-service PD Conduct biweekly spot observations during the ESL/ELD block for each teacher Provide all ESL and Bilingual teachers with the 22-23 TELPAS scores for each student in their homeroom by September 2023 Run Summit K12 usage reports on a biweekly basis and data reports after the interim and summative assessments Conduct quarterly progress monitoring meetings with each grade level to discuss data and next steps. Staff Actions Bilingual teachers will schedule a 45-minute block of time in their daily schedules for ESL/ELD Teachers will incorporate CBLI strategies into their lessons Summit K12 will be utilized to monitor student progress in 2nd-5th grade Teachers will utilize Tactile Approaches to TELPAS. (Using the tactile approach (PLA) allows students to create a word bank and serves as a tool that allows them to PAUSE and PROCESS before selecting an answer.		Formative			Summative
		Feb	Mar	Apr	June
		<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>			

State Compensatory

Budget for 227 McNamara Elementary School

Total SCE Funds: \$232,057.00

Total FTEs Funded by SCE: 3.5

Brief Description of SCE Services and/or Programs

State Compensatory Education funds will be strategically allocated to purchase essential instructional materials aimed at improving the educational outcomes of at-risk students at McNamara ES. These funds will be utilized to acquire a range of resources, such as updated textbooks, educational technology, specialized curriculum materials, and supplementary learning tools. By investing in these materials, the school aims to create a more engaging and tailored learning environment that addresses the unique needs of at-risk students, ultimately fostering their academic success and providing them with the necessary resources to bridge educational gaps and reach their full potential.

Personnel for 227 McNamara Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alex Pibernat Belmonte	Hourly Lecturer	0.5
Ana Galvez	Bil. Teacher	1
Ibarrola Mason, Sonia	Bil. Teacher	1
Kimberly Gallardo	Teacher Specialist	1