Houston Independent School District

227 McNamara Elementary School

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth

Mission Statement

McNamara Elementary equips multicultural learners, through rigorous instruction, to perform at the highest academic levels and positively impact the world.

Vision

McNamara Elementary School will encourage students to strive for success and excellence academically, socially, and emotionally.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

McNamara Elementary is located at 8714 McAvoy Street in the southwest quadrant of Houston. McNamara earned a "Met Standards" rating from the Texas Education Agency based on 2021 STAAR data. We currently have a student enrollment of 943 pre-kindergarten through fifth grade students, 67% Hispanic, 20% Asian, 7% African American, and 6% White/Other. Of this population, 72% are emergent bilingual (EB) students served in bilingual or ESL classes. In addition, approximately 23% of students represent the Refugee/Immigrant population. Our campus implements a blended learning instructional program for all our students to facilitate differentiated instruction, self-paced learning, and to meet the diverse needs of our refugee and/or immigrant student population. Our gifted/talented students, who comprise 5% of the student body, are served as part of the Neighborhood GT program, designed by Region IV Depth and Complexity curriculum. Resource, PALS, and speech therapy classes serve our special education students, who comprise 6% of our student body. A total of 96% of students are economically disadvantaged based on qualifying for the free/reduced meals program. This qualifies McNamara for school-wide Title I services. Approximately 96% of the students are considered at-risk.

Demographics Strengths

A strong contributing factor to the success of the program at McNamara is a very culturally diverse and well-trained staff. Our School Profile indicates that 50% of the classroom teachers have 10 or more years of experience. Approximately 28% of the certified staff have advanced degrees, and 95% are Bilingual and/or ESL certified. Our instructional and support staff members represent various cultures and languages to support the needs of our varied student body. Currently 94% of the staff have completed their initial GT 30 Foundational Training and will have completed the 6-hour annual update by September 30. All administrators have completed the Nature and Needs with service option and Social and Emotional Needs of G/T Students. As of this date, all teachers and teacher assistants meet the "highly qualified" standards as defined by NCLB. Professional development is ongoing at McNamara. Professional development is offered by academic program consultants, the principal, Assistant Principals, Teacher Specialists, identified Teacher Leaders through Career Pathways. Teachers also attend local, state and national conference to refineand improve their practice.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Our emergent bilinguals (EBs) are not transitioning out of Bilingual/ESL services as expected. **Root Cause:** The majority of our student population are emergent bilinguals (EBs). We have EBs who are born in the US, but we also have a significant number of students who are born outside of the US. As students transition from the bilingual to ESL program, or non-spanish EBs, they suffer challenges of learning a new language and learning academic content on their grade level.

Student Learning

Student Learning Summary

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 STAAR Accountability Summary indicated that the percentage of students scoring at the different performance levels is as follows for 2022:
Approaches: Reading 67%, Math 61%, and Science 59%.
Meets: Reading 40%, Math 36%, and Science 34%.
Masters: Reading 22%, Math 17%, and Science 13%.

Our TELPAS data is as follows:
Listening- 57% (same as the previous year)
Speaking- 54% (up 7% from previous year)
Reading- 44% (down 4% from previous year)
Writing- 2.1 (up .7 from previous year)

Renaissance 360 Universal Screener

	% of students who moved from Urgent Intervention and Intervention at BOY to At/Above Grade Level at EOY	% of students who maintained At/Above Grade Level from BOY to EOY
Early Literacy English	66%	80%
Early Literacy Spanish	52%	85%
Reading English	47%	89%
Reading Spanish	59%	99%
Math English	60%	94%
Math Spanish	33%	93%

Running Records (Kinder-3rd grade)
English- Out of the students who were classified as "More Development needed" at the BOY, 13% met expectations at EOY and 18% had advanced development by EOY
Spanish- Out of the students who were classified as "More Development needed" at the BOY, 18% met expectations at EOY and 10% had advanced development by EOY

Student Learning Strengths

Due to the pandemic and COVID interruptions on schooling, we were determined to increase our STAAR scores from 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, we showed great progress and received a 94 (A) in Domain 2 for student school progress. We also received a distinction for comparative academic growth. Overall, our students showed growth in STAAR, TELPAS, and on the Renaissance Universal screener in all subject areas.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: Over time, (not including 20-21 because of the COVID interruption), there has been a trend of increasing percentages of students at "Approaches" on STAAR, but decreases at the "Meets" level. **Root Cause:** Interventions for Tier 2 and Tier 3 students and enrichment opportunities for Tier 1 students are not taking place regularly and with fidelity across all grade levels.

School Processes & Programs

School Processes & Programs Summary

<u>Programs and Opportunities for Students</u>
Our campus implements a blended learning instructional program for all our students to facilitate differentiated instruction, self-paced learning, and to meet the diverse needs of our refugee and/or immigrant student population. The expectation on our campus is that our teachers incorporate blended learning at least 4 times a week for 3rd-5th grade and at least twice a week for PK-2nd grade. Another expectation on our campus is that ALL students work on Imagine Learning programs (Imagine Language and Literacy, Imagine Español, Imagine Math) for a minimum of 60 minutes a week. This year, we are also a pilot school for Zearn, a math program. Students in grades 2-5 are expected to work on the program for at least 90-120 minutes a week. These programs are differentiated so that students can work at their own level and our data has shown that students who complete at least 20 hours in these programs every year outperform their peers with less time in the programs. Other blended learning opportunities for students are provided through apps such as Kahoot, Quizizz, Pear Deck, Quizlet, and Seesaw, amongst others.

Another way that we meet the needs of our students is through interventions and tutorials. Interventions are provided not only by classroom teachers, but also by highly qualified hourly tutors and retired teachers. One of our major goals for the 22-23 school year is the implementation of Reading Mastery and Corrective Reading for all students. These interventions will take place during the instructional day, as well as during assigned intervention times. After-school tutorials will also be offered to students who are in need of extra support in the areas of reading, writing, and mathematics.

<u>Professional Practices</u>
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 educators past experiences and data. Teachers are placed in classrooms based not only on student need, but also on their personal strengths. 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.

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. These teachers are supported by the Career Pathways teacher leaders and our teacher specialists. Through the Career Pathways programs, our teacher leaders are able to support others in the areas of classroom culture, data tracking and assessment, effective practices, literacy, digital learning, and multilingual programs. Our 3 teacher specialists (Reading, Writing and Math) also provide support to all our teachers, not just those who are struggling.

<u>Campus Procedures</u>
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 sheltered instruction and digital learning to continue to support our different populations, such as ELs. Weekly PLCs and monthly content planning meetings take place and cover topics such as student interventions and assessments. 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.

School Processes & Programs Strengths

In spite of the disruption due to COVID-19, our campus still continued to shine in the use of Imagine Learning programs throughout the 2021-2022 school year. On average, our students completed 11+ hours on Imagine Language and Literacy, Imagine Español, and Imagine Math. Our students completed a total of 12,200 lessons in Imagine Language and Literacy and 11,500 lessons in Imagine Math.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Interventions for Tier 2 and Tier 3 students and enrichment opportunities for Tier 1 students are not taking place regularly and with fidelity across all grade levels. **Root Cause:** We lack a consistent intervention system. At this time, our priority need is to develop an effective system for interventions for all students. We are planning a consistent implementation of Reading Mastery, Corrective Reading and Focused Math for this year.

Perceptions

Perceptions Summary

McNamara's priority is to build a healthy school culture & climate for students, staff, and parents, increase student attendance rate, increase parent communication. McNamara promotes involvement in the school and community, We have a full time counselor, CIS (Communities in Schools) representatives and a Wrap-Around 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. McNamara creates 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. A calendar and master schedule that optimizes opportunities for vertical teaming to provide opportunities for faculty and staff to collaborate and grow academically, personally, and professionally.

McNamara's motto, "Work Hard and Be Kind", encourages kindness and perseverance. McNamara 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 (library, 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.

Perceptions Strengths

Students

Although there was a decrease in attendance across all race/ethnicity groups for the 2021-2022 school year due to the COVID-19 pandemic, we had seen a trend of increasing attendance in all race/ethnicity groups from the 2018-2019 school year to the 2019-2020 school year. On average, each student group (Hispanic, Asian, African America, White, and Other) increased their attendance by 1% from 2019 to 2020. This increase was also seen in other student groups such as special education students and English learners. A review of discipline referrals over time (2018-2021) showed a minimal increase in the number of students with in-school suspensions, with males comprising 100% of in-school and out-of-school suspensions. There were 5 student suspensions during the 2020-2021 school year. Based on the Panorama Education Survey administered in Spring 2021 under Student SEL Competency, 55% of McNamara students in grades 3-5 believe they can succeed in achieving academic outcomes in comparison to 58% of students in the West area and 57% in HISD.

Staff

Teachers in general express that they enjoy working at McNamara Elementary, with many teachers working on our campus 20+ years. Teachers actively work together to support each other in their grade level PLCs but also outside of work hours. School-based mentors, Career Pathways 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. For many years McNamara's teacher turnover has been low and rarely due to dissatisfaction. This year's teacher turnover is 2%. We had 4 teachers leave our campus, with 1 retiring, one receiving a promotion, and 2 moving out of the area into another district/country. Teachers are generally happy at McNamara and only tend to leave under those circumstances. We hired 5 new teachers, including a teacher to add a new classroom in 3rd grade due to enrollment increases.

<u>Parent/Guardians</u>

We know that communication is crucial for engaging prints and 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 "Gold 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 held virtually and were attended by an average of about 20-30 parents. Parents in these meetings expressed their appreciation for the school and our handling of the COVID-19 pandemic, many of them praising how we strictly followed all safety protocols to keep everyone safe.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: Over time, (not including 20-21 because of the COVID interruption), there has been a trend of increasing percentages of students at "Approaches" on STAAR, but decreases at the "Meets" level. **Root Cause:** Interventions for Tier 2 and Tier 3 students and enrichment opportunities for Tier 1 students are not taking place regularly and with fidelity across all grade levels.

Priority Problems of Practice

Problem of Practice 1: Interventions for Tier 2 and Tier 3 students and enrichment opportunities for Tier 1 students are not taking place regularly and with fidelity across all grade levels.

Root Cause 1: We lack a consistent intervention system. At this time, our priority need is to develop an effective system for interventions for all students. We are planning a consistent implementation of Reading Mastery, Corrective Reading and Focused Math for this year.

Problem of Practice 1 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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
- 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
- Discipline records
- Student surveys and/or other feedback
- 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
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: READING: For the May 2023 administration of the Reading STAAR test, 70% of our students will perform at the "Approaches" level and 45% of our students will perform at the "Meets" level.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 20% of students will move up a tier from Tier 2 and Tier 3 from BOY to MOY and from MOY to EOY on the Universal Screener in 1st-5th grade

Evaluation Data Sources: Renaissance 360 Universal Screener

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase implementation of blended learning in the classroom; 4 times a week for 3rd-5th and twice weekly for PK- 2nd	Formative			Summative
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Administrators, Reading Specialist, Technology Specialist, Effective Practice Specialist **Action Steps:** * Provide professional development on technology apps supported by the district (PearDeck, Kahoot, Quizizz, Flipgrid, OnTrack) * Plan blended learning lessons with teachers during PLC * Identify exemplar teachers and use them to support teachers struggling with blended learning and technology usage * Content specialist will record and share video tutorials on apps to support blended learning (both with virtual and in-person learning) * Reading specialist will check weekly lesson plans for alignment with blended learning policies **Title I:** 2.4, 2.5, 4.2 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Cleverboards and Installation for 3 Classrooms - 1991010004 - General Fund - State Comp Ed - 6300 - Supplies and Materials - $11,427.12				

Strategy 2 Details		Reviews			
Strategy 2: Use of high frequency word cards during small group instruction where they identify and read from commonly used list; expose the students to these words during read-alouds, work stations and independent reading.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Leadership Team, Reading Specialist and Interventionist, PK-2nd Teachers **Action Steps:** * Provide each student with HFW cards and access to online HWF card resources. * Tier II and III students will have HFW intervention three days out of the week. * Provide Professional Development on integrating HFW identification during the Literacy by 3 read aloud. * All Kindergarten and Special Ed teachers will attend the district Reading Academy trainings **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math					

Strategy 3 Details		Reviews			
Strategy 3: Provide guided reading and sheltered instruction thought staff development during PLCs and after school staff developments.		Formative			Summative
		Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teacher Specialist, ELA Teachers, Interventionist, Assistant Principal and Principal **Action Steps:** * Monthly content planning/ professional development to target student guided reading levels. * Review and track student data - create action plans based on data. * Professional development on Sheltered Instruction strategies. * Model Lessons will be provided for the various resources for guided reading/ interventions. **Title I:** 2.4, 4.2 - **TEA Priorities:** Build a foundation of reading and math					

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: For the May 2023 administration of the Math STAAR test, 70% of our students will perform at the "Approaches" level and 40% of our students will perform at the "Meets" level.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 20% of students will move up a tier from Tier 2 and Tier 3 from BOY to MOY and from MOY to EOY on the Renaissance 360 Universal Screener in 1st-5th grades.

Evaluation Data Sources: Formative and Summative Assessments, REN360 Reports, OnTrack Reports

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Increase implementation of blended learning in the classroom; 4 times a week for 3rd-5th and twice weekly for PK- 2nd	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math Specialist, Leadership team **Action Steps:** * Provide professional development on technology apps supported by the district (PearDeck, Kahoot, Quizizz, Flipgrid, OnTrack) and those used on our campus (Imagine Math, Imagine Math Facts, IXL) * Plan blended learning lessons with teachers during PLC * Identify exemplar teachers and use them to support teachers struggling with blended learning and technology usage * Math specialist will record and share video tutorials on apps to support blended learning (both with virtual and in-person learning) * Math specialist will check weekly lesson plans for alignment with blended learning policies **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** IXL - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $5,958, STAAR Master - 1991010001 - General Fund - Regular Program - 6200 - Contracted Services - $6,995				

Strategy 2 Details	Reviews			
Strategy 2: Data conferences with the Math Specialist and Leadership Team using Action Plan Templates to identify strengths and growth areas in order to plan for whole group reteach, Tier 2 and 3 intervention, and Tier 1 enrichment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Math Specialist, Leadership Team **Action Steps:** * Provide professional development on the use of the Action Plan template for planning reteach/intervention * Use Action Plan templates after every campus common assessment * Consistent (quarterly) checking of teacher data binder by the Math specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Extra Duty Pay - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $15,000, Hourly Support Staff - 1991010004 - General Fund - State Comp Ed - 6100 - Payroll - $43,000				

Strategy 3 Details	Reviews			
Strategy 3: Students will receive intervention at least 90 minutes weekly for Tier 2 and at least 120 minutes for Tier 3.	**Formative**			**Summative**
Staff Responsible for Monitoring: Math Specialist, Leadership Team, Hourly Tutors	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Include intervention time on master schedule * Provide professional development for teachers on the use of Focused Math Intervention kits for interventions and progress monitoring forms * Create schedule for small group and pullout during the day for Tier 2/3 students, dyslexia students, and special education students. * Provide after school and Saturday tutorials for students in the Fall and in the Spring * Math specialist will check weekly lesson plans for alignment with intervention policies **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Funding Sources:** Math Specialist - 1991010001 - General Fund - Regular Program - 6100 - Payroll - $74,719				

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

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By June 2023, 100% of students at McNamara Elementary will be aware of college and career options after high school.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of students will be aware of college and career options after high school.

Evaluation Data Sources: Students responses on Tripod Survey

Strategy 1 Details	Reviews			
Strategy 1: Create a campus environment that promotes college and career readiness.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Leadership Team, Staff Members	**Nov**	**Jan**	**Mar**	**June**
Action Steps: *Teacher college boards in the classroom *College flags are hanging in the hallways *Wednesday College shirt day *Career Day * Virtual field trips and college tours/visits **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college				

Strategy 2 Details		**Reviews**			
Strategy 2: Campus will provide Career Day to students to learn about possible career opportunities available after graduation.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: none **Staff Responsible for Monitoring:** Leadership team, teachers, community partners **Action Steps:** Establish a Campus Career Day Contact community partners to request participation Order necessary supplies\ Host Campus Career Day **TEA Priorities:** Connect high school to career and college **Funding Sources:** General Funds for supplies - 1991010001 - General Fund - Regular Program - 6300 - Supplies and Materials - $1,500					

Strategy 3 Details		**Reviews**			
Strategy 3: Campus will reach out to local college for marketing information from various colleges and distribute the information to students and families.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: none **Staff Responsible for Monitoring:** Leadership team, aides, teachers, staff **Action Steps:** Contact college to request information Distribute the information to students via flyer, website, class dojo. **TEA Priorities:** Connect high school to career and college					

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

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: CLOSING THE GAPS: All special education students, including those with dyslexia, will show at least one year's worth of academic progress on STAAR by June 2023.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: 100% of special education students will receive pull-out instruction a minimum of 3 days a week specific to their IEP goal and will be adjusted based on progress.

Evaluation Data Sources: Formative Assessments, STAAR, Renaissance 360 Universal Screener, Progress Monitoring

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Data-driven instruction and intervention using Renaissance 360 Universal Screener, Lead4Ward, Imagine Learning and Benchmark Assessments: Small group and pullout during the day for dyslexia and special education students.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Leadership team, Special Ed Chairperson, Dyslexia Specialist **Action Steps:** * Special Ed chairperson will create a master schedule of pullout instruction for all Special Ed students * Share the pullout schedule with classroom teachers **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Meet with teachers of Special Ed students to review IEP's	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Leadership team, Special Ed Chairperson, Dyslexia Specialist	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Obtain copies of IEP's for all Special Education students * Schedule times to meet with teachers to review IEP accommodations **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: Students will participate in tutorials and interventions using Reading Mastery and Guided Reading strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of reading level	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, interventionist, leadership team				
Action Steps: Complete placement test for students Assign teacher/interventionist Begin interventions/tutorials **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Payroll for Tutorials - 1991010007 - General Fund - Special Education - 6100 - Payroll - $10,000				
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE: To increase the Average Daily Attendance (ADA) from 91.8% to 96.6% by June 2023.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: The number of students with 3 or more consecutive absences will decrease by 1% quarterly.

Evaluation Data Sources: Attendance comparisons to previous year by cycle and end of year
Documented phone calls, conferences, and warnings

Strategy 1 Details	Reviews			
Strategy 1: Phone calls requesting parent meetings when absences accrue to 3, 5, 7, and/or 10 days. Parents will receive written warnings and home visits as needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIMS Specialist, Administrators, Office Staff, Wraparound Specialist, CIS				
Action Steps: * Maintain files by class and by student, if identified as chronically absent and/or a potential for chronic absenteeism * Create a log to document phone calls, conferences, and warnings * Have the CIS Project Manager do home visits for students with chronic absenteeism **Title I:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Create a mentor program to include leadership team with referrals to CIS for intervention, as needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CIS Project Manager, Administrators, Teachers, Wraparound Specialist				
Action Steps: * Generate a list of students with chronic absenteeism * Assign a group of students to leadership team members and office staff. * Leadership team and office staff will check in with their group of students on a daily basis, providing incentives, if necessary **Title I:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Monthly celebrations for individuals or classes with perfect attendance and those who maintain perfect attendance status. **Staff Responsible for Monitoring:** Classroom Teachers, Office Staff, Leadership team, CIS Project Manager, Wraparound Specialist **Action Steps:** * Charts in the main hallway for daily attendance * "Shout-outs" from Principal on a daily, weekly, and monthly basis * Monthly prizes and celebrations **Title I:** 2.5	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

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

Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE: During the 2022-2023 school year, the number of students who will be suspended will decrease by 50% from 5 to 3.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: There will be less than 3 students in school or out of school suspensions for the 22-23 school year.

Evaluation Data Sources: Campus-wide reduced number of office referrals, A report will be run on PowerSchool after every 6-week grading period

Strategy 1 Details	Reviews			
Strategy 1: Use a school-wide system for positive behavior reinforcement, such as ClassDojo.	**Formative**			**Summative**
Staff Responsible for Monitoring: Leadership Team, Teachers, CIS Project Manager, Wraparound Specialist, Counselor	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Teachers will create classes on ClassDojo and invite all parents * Create a uniform point system and share with the staff * Weekly teacher incentives (PK-2nd) and monthly campus incentives (PK-5th) **Title I:** 2.5				
Strategy 2 Details	Reviews			
Strategy 2: Create a behavior mentor program to include leadership team with referrals to CIS for intervention, as needed.	**Formative**			**Summative**
Staff Responsible for Monitoring: CIS Project Manager, Counselor, Administrators, Teachers, Wraparound Specialist	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Generate a list of students identified as having chronic behavior issues/concerns * Assign a group of students to leadership team members and office staff. * Leadership team and office staff will check in with their group of students on a daily basis, providing incentives, if necessary **Title I:** 2.5				

Strategy 3 Details	Reviews			
Strategy 3: Provide parents with training and strategies on behavior management and positive behavior reinforcement at monthly "Coffee with the Principal" meetings	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CIS Project Manager, Counselor, Administrators, Title I Coordinator, Wraparound Specialist **Action Steps:** *Contact the HISD Family and Community engagement (FACE) department *Set up a trainer to attend monthly parents meetings and train. **Title I:** 2.6, 4.1, 4.2				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION: Reduce the number of unsafe school incidents as defined by the HISD Code of Student Conduct by 3% from 10 to 7 during the 2022-2023 academic year.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To provide 5 Student Bullying awareness and prevention activities campus wide during the 22-23 school year

Evaluation Data Sources: Discipline reports will be run from PowerSchool every 6 weeks

Strategy 1 Details	Reviews			
Strategy 1: Students will be given bullying prevention instruction from the technology teacher.	**Formative**			**Summative**
Staff Responsible for Monitoring: Leadership Team, Teachers, CIS Project Manager, Wraparound Specialist	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Technology teacher will conduct lessons with students on bullying awareness * Students will complete assigned lessons on Learning.com * Activities will be conducted during October for bullying awareness month (Red ribbon week)				

Strategy 2 Details	Reviews			
Strategy 2: Students and staff will be trained on how to recognize warning signs and signals from individuals who may be a threat to themselves or others.	**Formative**			**Summative**
Staff Responsible for Monitoring: Leadership Team, Teachers and staff	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * 100% of staff will wear identification badges while on campus * 100% of visitors will check in at the front office with proper identification * District safety liasion will provide training on fire and safety drills and how to report suspicious visitors * Students will be trained on how to recognize warning signs and signals and how to report incidents				

Strategy 3 Details	Reviews			
Strategy 3: Counselor will provide anti-bullying activities and lessons to all students	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselor, Leadership team	**Nov**	**Jan**	**Mar**	**June**
Action Steps: *Send "Needs Assessment" to all teachers to determine student needs *Provide monthly activities to teachers **Title I:** 2.6				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION: All special education students, including those with dyslexia, will show at least one year's worth of academic progress on STAAR by June 2022.

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: 100% of special education students will receive pull-out instruction a minimum of 3 days a week specific to their IEP goal and will be adjusted based on progress.

Evaluation Data Sources: Formative Assessments, STAAR, Renaissance 360 Universal Screener, Progress Monitoring

Strategy 1 Details	Reviews			
Strategy 1: Data-driven instruction and intervention using Renaissance 360 Universal Screener, Lead4Ward, Imagine Learning and Benchmark Assessments: Small group and pullout during the day for dyslexia and special education students.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Leadership team, Special Ed Chairperson, Dyslexia Specialist				
Action Steps: * Special Ed chairperson will create a master schedule of pullout instruction for all Special Ed students * Share the pullout schedule with classroom teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Meet with teachers of Special Ed students to review IEP's	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Leadership team, Special Ed Chairperson, Dyslexia Specialist	Nov	Jan	Mar	June
Action Steps: * Obtain copies of IEP's for all Special Education students * Schedule times to meet with teachers to reivew IEP accommodations **Title I:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Students will participate in tutorials and interventions using Reading Mastery and Guided Reading strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase of reading level	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers, interventionist, leadership team				
Action Steps: Complete placement test for students Assign teacher/interventionist Begin interventions/tutorials **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Payroll for Tutorials - 1991010007 - General Fund - Special Education - 6100 - Payroll - $10,000				
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue	

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.
All students in sub-population groups will show at least one year's worth of academic progress on STAAR and TELPAS by June 2023.

Strategic Priorities:
Expanding Educational Opportunities, Transforming Academic Outreach

Measurable Objective 1: 100% of Gifted and Talented students will show an increase of 2% at the "Masters" level for each tested STAAR area.

Evaluation Data Sources: Formative Assessments, STAAR , Renaissance 360 Universal Screener, Progress Monitoring, G/T Advanced Level products and projects (G/T Expo)

Strategy 1 Details	Reviews			
Strategy 1: Modify depth, complexity, and pacing of instruction to include acceleration of instruction, instruction on higher-level thinking skills, differentiated instruction based on student interests, and collaboration through Genius Hour	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, G/T Coordinator, G/T Support Representatives, Leadership team, Effective Practice Specialist, Teacher Specialists				
Action Steps: * Include "Genius Hour" on the Master Schedule for all grade levels (Every Friday) * Schedule PD for teachers on "Genius Hour"				
Title I: 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: G/T students will be taught skills in self-directed learning, thinking, research, and communication.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, G/T Coordinator, G/T Support Representatives, Leadership team, Effective Practice Specialist, Teacher Specialists				
Action Steps: * Include "Genius Hour" on the Master Schedule for all grade levels (Every Friday) * Schedule PD for teachers on "Genius Hour" * Students will work on Renzulli consistently				
Title I: 2.5				

Strategy 3 Details				Reviews			
Strategy 3: G/T students will attend tutorials based on areas in which they can improve				Formative			Summative
Staff Responsible for Monitoring: Classroom Teachers, G/T Coordinator, Leadership team, Teacher Specialists				Nov	Jan	Mar	June
Action Steps: *Determine areas of need using district and campus assessments. *Invite students to tutorials							

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

Measurable Objective 2: English learners will show at least one year's worth of academic progress on TELPAS and STAAR by June 2023.

Evaluation Data Sources: Formative Assessments, STAAR, Renaissance 360 Universal Screener, TELPAS, Progress Monitoring

Strategy 1 Details				Reviews			
Strategy 1: Focus on the alignment of daily ESL instruction to include Sheltered Instruction and TEKS' aligned objectives that include a mastery component.				Formative			Summative
				Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Leadership team, Career pathways teacher leaders, Teacher Specialists **Action Steps:** * Include "Genius Hour" on the Master Schedule for all grade levels (Every Friday) * Schedule PD for teachers on "Genius Hour" **Title I:** 2.4, 2.5, 2.6							

Strategy 2 Details				Reviews			
Strategy 2: Provide Sheltered instruction training and professional development opportunities regularly throughout the school year				Formative			Summative
				Nov	Jan	Mar	June
Staff Responsible for Monitoring: Leadership team, Sheltered Instruction Coach **Action Steps:** *Schedule initial Sheltered Instruction training during pre-service *Meet with teachers during PLCs to discuss emergent bilingual (EB) progress *Provide trainings and PD during PLCs and faculty meetings **Title I:** 2.4, 2.5, 2.6							

Strategy 3 Details	Reviews			
Strategy 3: 100% of teachers will write language objectives and that correspond to content objectives.	Formative			Summative
Staff Responsible for Monitoring: Leadership team, Sheltered Instruction Coach	**Nov**	**Jan**	**Mar**	**June**
Action Steps: *Schedule initial Sheltered Instruction training during pre-service *Meet with teachers during PLCs to discuss emergent bilingual (EB) progress *Provide trainings and PD during PLCs and faculty meetings **Title I:** 2.6				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT: During the 2022-2023 school year, there will be a 5% increase in parent participation in parent meetings and family/community events: from 225 parents to 236 parents.

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: We will hold at least 2 parent events per month during the 2022-2023 school year.

Evaluation Data Sources: Monthly review of sign-in sheets from parent events

Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly Coffee with the Principal meetings	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Leadership team, Office staff, CIS, Wraparound, and SEL specialists	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Schedule Coffee with the principal meetings * Create agenda for important topics and events * Biweekly newsletters will be sent out to parents * Marquee will be updated, call-outs made to parents to inform them of upcoming campus events **Title I:** 4.1				

Strategy 2 Details	Reviews			
Strategy 2: Provide parent trainings on virtual learning, STAAR, and district initiatives.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Leadership team, Office staff, CIS, Wraparound, and SEL specialists	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Schedule parent trainings on Zoom and post them on ClassDojo, School website, and Facebook page * Record meetings and trainings and post for parents who were unable to attend				

Strategy 3 Details	Reviews			
Strategy 3: Schedule other events that involve parents such as SDMC, Open House, Meet and Greets	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Leadership team, Office staff, CIS, Wraparound, Counselor, and SEL liaison	**Nov**	**Jan**	**Mar**	**June**
Action Steps: * Schedule events * Create agenda for important topics and events * Biweekly newsletters will be sent out to parents * Marquee will be updated, call-outs made to parents to inform them of upcoming campus events **Title I:** 4.1				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES
The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2022.

Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Linda Severance
Estimated number of students to be screened: 960

Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5 will be completed by a certified school nurse or screener on or before March 30, 2023.

Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Linda Severance
Estimated number of students to be screened: 600

Strategy 1 Details	Reviews			
Strategy 1: Nurse will start with students of 5th grade screening. Those students who fail the eye exam will get referred. Permits will be sent for parents to sign. Next, we take them on a bus to the HISD clinic where they have their professional exams and select their glasses.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Find out the number of children needing glasses **Staff Responsible for Monitoring:** Nurse Severance **Action Steps:** Schedule and do the screening. Those students who fail the eye exam will get referred. Permits will be sent for parents to sign. Next, we take them on a bus to the HISD clinic where they have their professional exams and select their glasses. **TEA Priorities:** Improve low-performing schools - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before

December 10, 2022.

> **Evaluation Data Sources:** Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Linda Severance
> Estimated number of students to be screened: 600

Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2022.

> **Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Linda Severance
> Estimated number of students to be screened: 600

Measurable Objective 5: N/A SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2023.

> **Evaluation Data Sources:** N/A

Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2022-2023.

> **Evaluation Data Sources:** PERSON RESPONSIBLE: Linda Severance, Edith Medina
> Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.

Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services.

> **Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Linda Severance
> Number of AEDs on campus: 3

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

Strategic Priorities:
Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: During the 2022-2023 school year, 100% of students needing medical services will be referred to the appropriate resource (vision, dental, immunizations)

Evaluation Data Sources: Ongoing checks by school nurse

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: The school nurse will review the enrollments forms to verify student insurance coverage.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: School nurse				
Action Steps: * Flyers will be given to parents of students without insurance who are needing medical assistance * Wraparound specialist will reach out to parents of students without medical insurance				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
2	1	1	1	Increase implementation of blended learning in the classroom; 4 times a week for 3rd-5th and twice weekly for PK- 2nd
2	1	1	2	Data conferences with the Math Specialist and Leadership Team using Action Plan Templates to identify strengths and growth areas in order to plan for whole group reteach, Tier 2 and 3 intervention, and Tier 1 enrichment.
2	1	1	3	Students will receive intervention at least 90 minutes weekly for Tier 2 and at least 120 minutes for Tier 3.
5	7	2	1	Nurse will start with students of 5th grade screening. Those students who fail the eye exam will get referred. Permits will be sent for parents to sign. Next, we take them on a bus to the HISD clinic where they have their professional exams and select their glasses.

State Compensatory

Budget for 227 McNamara Elementary School

Total SCE Funds: $53,774.00
Total FTEs Funded by SCE: 8.3
Brief Description of SCE Services and/or Programs

Our campus SCE funds are allocated to provide our "AT RISK" (Tier II/Tier III, Dyslexia and special education) students with highly qualified instructional support members. Our math, ELAR-W, and behavioral focus explicitly utilize staff to provide best instructional practices for all our "at-risk" students with individualized target goals in mind. The students receive an overall curriculum goal and are progress monitored with the assistance of these campus leaders. They assist in meeting our S.I.P. growth by accomplishing campus, district, and state data measurements throughout the school year. The analysis of data is used to reorganize student groups and ultimately show an increase in student performance overall.

Personnel for 227 McNamara Elementary School

Name	Position	FTE
Ellen Elzie	Tchr, Hrly	1
Gallardo, Kimberly Ann Coursey	Tchr, Spclst 11M	0.9
Lady Tatiana Cortes	Tchr, Bilingual	1
Lauren Jackson	Associate Tutor	1
Pibernat Belmonte, Alex	Lecturer, Hrly - Degreed	1
Requena Pardo, Pilar	Tchr, Bilingual	1
Simpson, Paula Kay	Tchr, Hrly	1
Sinson, Zuleima Martin	Tchr, Spclst 11M	0.4
Travis, Carolyn A	Tchr, Hrly	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developedby our campus leadership team.

Based on STAAR, attendance, and survey data, we realized slight differences in the percentage of students meeting standards on the STAAR test in Reading and Math and maintained an increased in passing rate of 88% in Science. Attendance data reveals a need to continue to target students with chronic absenteeism to realize an overall increase in student attendance. Teacher survey results from 2019 indicated favorable ratings by teachers in areas related to campus leadership, teacher collaboration, and academics, but we willcontinue to increase our focus on parental education to support students academically and campus wide effort to maintain and improve areas related to safety, bullying awareness and prevention, and staff development for positive behavior intervention and support and student physical and mental health and safety.

We use Title I Funds to pay for hourly teachers to provide Tier 2 and Tier 3 interventions, consumables for math, writing, and reading, library materials, software to support learning, tutoring materials, instructional supplies, teacher pay for tutoring, RTI instructional materials.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Regular SDMC committee meetings allow team members to meet about school issues and to report input and suggestions. All parents and stakeholders are invited to participate in our committee meetings and the school improvement plan is also discussed during monthly "Coffee with the Principal" meetings.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes weekly PLC meetings and monthly content planning meetings.

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

The SIP is available to parents in the following locations: on campus, in our student handbook, parent meetings, campus website, campus/staff email, campus, parent meetings, and SDMC meetings.

The SIP was made available to parents by: school Messenger, parent meetings, and school newsletter.

We provide the SIP to parents in the following languages: English and Spanish.

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

1. School-wide intervention time for Reading Mastery/Corrective Reading and Focused Math Interventions

2. Blended Learning is being utilized to increase engagement and provide differentiated instruction and self-paced learning for all students.

3. The ELA/SLA departmentalization will be implemented in 2nd-5th grade. Sheltered instruction will be provided during ESL instruction to show an increase in strong language skills for growth over time with native language support and development.

4. Refugee and/or Immigrant students are receiving technology-based native language (if available) academic instruction and support using Imagine Literacy and Language.

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Implementation of blended learning across all grade levels
- Targeted interventions for ALL students

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

An important campus focus is on school-wide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging state academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas through professional development opportunities
- Proficient Tier 1 explicit instruction taking place in all content areas
- Small Group Instruction based on student data needs

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

Principal: Toufic Elachkar
Assistant Principal: Tabatha Virgil
Parent: Martina Berrios
Title I Coordinator: Glendora Chambers

The PFE was distributed on campus, via parent newsletter, on the campus website, parent meetings, and student handbook. The languages in which the PFE was distributed include

English and Spanish.

Four strategies to increase Parent and Family Engagement include:

1. STAAR Parent Meetings
2. Family Literacy, Math, and Science Night
3. Headstart Parent Meetings
4. Monthly Coffee with the Principal Parent meetings

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Glendora Chambers	Teacher		1

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Toufic Elachkar	Principal
Community Representative	Carol Appelbaum	Community Representative
Non-classroom Professional	Zuleima Sinson	Teacher Specialist
Classroom Teacher	Carla Thomas	Teacher
Classroom Teacher	Iris Mejia	Teacher
Special Education Teacher	Traci Warren	Special Education Chairperson
Non-classroom Professional	Bessie Carroll	Administrative Assistant
Parent	Sandra Alvarado	Parent
Parent	Martina Berrios	Parent
Community Representative	Elsie Ameen	Community Representative
Business Representative	Moussa Moussa	Business Partner

Campus Funding Summary

1991010001 - General Fund - Regular Program

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1	IXL	6200 - Contracted Services	$5,958.00
2	1	1	1	STAAR Master	6200 - Contracted Services	$6,995.00
2	1	1	3	Math Specialist	6100 - Payroll	$74,719.00
3	1	1	2	General Funds for supplies	6300 - Supplies and Materials	$1,500.00
					Sub-Total	$89,172.00

1991010004 - General Fund - State Comp Ed

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1	Cleverboards and Installation for 3 Classrooms	6300 - Supplies and Materials	$11,427.12
2	1	1	2	Hourly Support Staff	6100 - Payroll	$43,000.00
2	1	1	2	Extra Duty Pay	6100 - Payroll	$15,000.00
					Sub-Total	$69,427.12

1991010007 - General Fund - Special Education

Board Goal	Goal	Measurable Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	3	Payroll for Tutorials	6100 - Payroll	$10,000.00
5	4	1	3	Payroll for Tutorials	6100 - Payroll	$10,000.00
					Sub-Total	$20,000.00

Addendums

McNamara Elementary Annual PD Calendar
2022-2023

Date	Topic
August 16, 2022	Reading Mastery, Really Great Readers, Running Records, Zearn Math
August 17, 2022	Canvas, Sheltered Instruction, IAT/Interventions/Progress Monitoring
August 18, 2022	T-TESS Campus training
August 19, 2022	G/T and Compliance Courses
August 31, 2022	PLC- Zearn Math Mission 1 Internalization
September 14, 2022	PLC
September 28, 2022	PLC
October 4, 2022	Teacher Service Day: District-wide PD
October 12, 2022	PLC- Zearn Math Mission 2 Internalization
October 26, 2022	PLC
November 2, 2022	PLC- Sheltered Instruction: QSSSA strategy
November 16, 2022	PLC- Zearn Math Mission 3 Internalization
December 7, 2022	PLC
December 14, 2022	PLC- Zearn Math Mission 4 Internalization
January 6, 2023	Teacher Service Day: District-wide PD
January 18, 2023	PLC
February 1, 2023	PLC- Zearn Math Mission 5 Internalization
February 15, 2023	PLC
February 20, 2023	Teacher Service Day: District-wide PD
March 2, 2023	PLC- Zearn Math Mission 6 Internalization
March 22, 2023	PLC
April 5, 2023	PLC- Zearn Math Mission 7 Internalization
April 19, 2023	PLC