Spring Independent School District

McNabb Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: September 7, 2021
Public Presentation Date: September 2, 2021
Mission Statement
Spring Independent School District prepares students to be lifelong learners, critical thinkers, and responsible citizens who display good character – ready to contribute, compete, and lead in today’s global society.

Vision
Spring Independent School District will be a district of choice for high quality academics with innovative and specialized programs that meet the needs of all students in a positive learning environment.

Core Beliefs

Guiding Principles:

High-quality teaching drives student learning.

Literacy is the foundation of academic success.

The learning needs of each student must be met.

Students learn best in safe environments where school leaders cultivate parent and community partnerships.

Every district resource must center on student learning with focus on accountability.

Core Beliefs:

We base our decisions on what is best for our students.

We strive for excellence in all we do.

We build trust through integrity and lead by example.

We communicate openly.

We value diversity and treat everyone with dignity and respect. We win as a team.
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Demographics

Demographics Summary

McNabb Elementary serves Pre-Kindergarten- 5th Grade students and is a Title One campus in Spring ISD located in Spring, Texas. McNabb Elementary is an urban school serving students in the adjacent community homes, nine large apartment complexes, and two local hotels on the freeway. Student enrollment at McNabb Elementary has declined over the last two years. The 2020-2021 school year showed our largest decline due to the COVID pandemic. Current campus data shows 672 students enrolled, with the majority of our student population being Hispanic at 52.2% and African American at 31.5% respectively. The SPED population at McNabb is 9.2% which is an increase from the previous school year. McNabb's student enrollment is projected to remain steady for the 2021-2022 school year. Our current mobility rate is 25% which is above the state and district averages. However, the mobility rate has shown a campus decline indicating our families are making a commitment to our campus. During the 2020-2021 school year, attendance rates decreased as a result of the pandemic. McNabb's high student mobility rate continues to affect our overall attendance rate. McNabb Elementary student groups include 85.8% Economically Disadvantaged, 42.9% English Language Learners (ELL), and 73.7% At-risk.

Demographics Strengths

McNabb's community of business partners and parents have contributed to the success of the campus over the past several years. We have ongoing partnerships with Koala Kare, Chick Fil A and the Cypresswood Lakes HOA. We also have parents who own restaurants and catering businesses that have contributed to McNabb over the years.

The strength of our teacher experience has also contributed to the success of the campus. Most teachers at McNabb have 5-10 years of experience and most teachers have been at McNabb for three years or more. The low teacher turnover contributes to the ongoing system, structures, and strong academic scores at McNabb. It also allows our team to see our strengths and weaknesses over time and adjust our instructional plan accordingly. The low teacher turnover and teacher satisfaction has also developed a reputation for the campus. When we do have an opening on campus, there is competition from teacher candidates to fill the position. This allows McNabb to hire experienced teachers and continue the high instructional expectations on the campus.

Our teacher experience and academic success has also built a reputation in the community. Our parents are proud to send their students to McNabb and we have seen an increase in requests for transfers to the campus. Parents have shown an increase in support for the campus as our academic scores have risen.

Problem Statements Identifying Demographics Needs
**Problem Statement 1 (Prioritized):** Teachers struggle building relationships with our urban student population. **Root Cause:** Teachers did not receive ongoing social, emotional, and academic professional development for urban learners.

**Problem Statement 2 (Prioritized):** Teachers struggle developing interventions strategies for students who enter the campus later in the year. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.

**Problem Statement 3 (Prioritized):** Campus attendance decreased to below 95%. **Root Cause:** McNabb's mobility rate which exceeds the state average has a negative impact on campus attendance, particularly for our At-risk, Black, and Hispanic student groups.
**Student Learning**

**Student Learning Summary**

A review of the assessment data shows continued improvement in grades and subjects targeted by the campus. Although our overall campus performance on STAAR declined this year due to the pandemic, we showed improvement in the following areas.

- 3rd Grade Reading increased from 56% to 74% Approaches
- 3rd Grade Math increased from 59% to 76% Approaches
- 3rd- 5th Grade Reading showed an increase in Meets

TPRI/ Tejas Lee data continues to improve with 60% of our students scoring on grade level. Analysis of our MAP data shows the same trend as students met or exceed grade level expectations.

Analysis of our EL and SPED students suggests that the campus will need to increase our focus on these two groups of students as their data remains stagnant.

Review of attendance data did show a decline. Most of the decline can be attributed to COVID. This year, the campus will increase efforts around consistent student attendance.

**Student Learning Strengths**

Our strengths continue to be in 4th & 5th Reading and Math and the number of students who score Meets and Masters on STAAR. Our 3rd grade scores showed marked improvement this year despite the pandemic.

Although 60% of our students meet or exceed growth through the TPRI/ TEJAS Lee and MAP assessments, we know this number must continue to improve in order to strengthen our STAAR scores to meet district goals.

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Tier I instruction in K-2 reading and math did not meet the needs of all students. **Root Cause:** The campus did not implement a comprehensive professional development package to ensure primary teachers had the necessary support to deliver high quality first instruction.
School Processes & Programs

School Processes & Programs Summary

Teacher assignments are reviewed each summer as EOY data is made available. Teacher performance on EOY assessments guides teacher placements as well as professional development recommendations.

Based on data, the leadership team designs professional development opportunities based specifically on the needs of our campus. These professional development sessions are offered at the beginning of August before teachers begin their new contract. For the past three years, McNabb has had 100% of our teachers participate in this specialized professional development. Even at the beginning of the 20-21 school year when we were still virtual, all teachers were in attendance.

School Processes & Programs Strengths

Our processes rely heavily on student data. Data tells the story of what our students excel in and what they are struggling with. Data disaggregation of exit tickets, weekly learning checks, checkpoints, and benchmarks allow teachers the opportunity to correct misconceptions in real time. PLC meetings provide teachers an opportunity to collaborate with their colleagues as well as receive guidance from the instructional coaches. Additionally, PLC meetings provide teachers a weekly opportunity to adjust their lesson plans as well as the scope and sequence based on data.

As we continue to improve our processes, additional focus will need to be provided on the primary grades and their PLC procedures. Additional learning PLC's will need to be provided to these grade levels as we work to improve primary student performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): PLC's in Kindergarten-2nd grades were not meeting the needs of the teachers. Root Cause: PLC time, instructional focus, attention, and support is primarily given to the 3rd-5th grade teachers.
Perceptions

Perceptions Summary

Our campus has continued to build a positive presence in the community. Our parent surveys have yielded positive feedback from our stakeholders and shown an increase in participating in our school community. Parents will be able to return to campus in the fall and be able to fully engage with the school.

We will continue conducting virtual town hall meetings as they have proven to be successful. Parents have stated it is easier to login to the meeting than come to the school. We will continue using formats that yield success in engaging the community.

Parent participation in events that have involved academic topics have not yielded as much success. Next year, we must determine ways to engage our parents in academic topics that will support student learning.

Perceptions Strengths

As we return to face to face instruction this fall, our parents and community members have expressed confidence in the systems, structures, and most importantly the academics at McNabb. We will continue to build on their perceptions and ensure we are meeting their needs. We will also continue to reach out to each of our families and we know that more work and support will be needed around the social and emotional well-being of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent participation in academic meetings and events has been low. **Root Cause:** Parents do not see the value in what we are presenting during these events.

Problem Statement 2: The participation rate for academic meetings and events is lower than social events on campus. **Root Cause:** The campus has not sought input from families to plan events that meet their needs.
Priority Problem Statements

**Problem Statement 1:** Teachers struggle building relationships with our urban student population.

**Root Cause 1:** Teachers did not receive ongoing social, emotional, and academic professional development for urban learners.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers struggle developing interventions strategies for students who enter the campus later in the year.

**Root Cause 2:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Tier I instruction in K-2 reading and math did not meet the needs of all students.

**Root Cause 3:** The campus did not implement a comprehensive professional development package to ensure primary teachers had the necessary support to deliver high quality first instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** PLC's in Kindergarten- 2nd grades were not meeting the needs of the teachers.

**Root Cause 4:** PLC time, instructional focus, attention, and support is primarily given to the 3rd-5th grade teachers.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** Parent participation in academic meetings and events has been low.

**Root Cause 5:** Parents do not see the value in what we are presenting during these events.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Campus attendance decreased to below 95%.

**Root Cause 6:** McNabb's mobility rate which exceeds the state average has a negative impact on campus attendance, particularly for our At-risk, Black, and Hispanic student groups.

**Problem Statement 6 Areas:** Demographics
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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data
- Local Accountability Systems (LAS) data

**Student Data: Assessments**
- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
• State-developed online interim assessments
• Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

• Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
• 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 progress
• 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, progress, and participation data
• 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
• EL/non-EL or LEP 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
• 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
• Evaluation(s) of professional development implementation and impact
• Equity data
• TTESS data
• T-PESS data

**Parent/Community Data**

• Parent surveys and/or other feedback
• Parent engagement rate
• Community surveys and/or other feedback

Support Systems and Other Data

• Organizational structure data
• Processes and procedures for teaching and learning, including program implementation
• Communications data
• Budgets/entitlements and expenditures data
• Study of best practices
## Goals
Revised/Approved: September 24, 2021

**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

### Performance Objective 1:
By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Exit Tickets
Unit Assessments
CBA's
Progress Reports
Report Cards

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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<tr>
<td><strong>Strategy 1:</strong> Students in grades 3-5 will utilize the AMPLIFY core curriculum to build reading knowledge, academic vocabulary, and text analysis. <strong>Strategy's Expected Result/Impact:</strong> By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease. <strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal DLC- Literacy 3rd-5th Grade Teachers <strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <strong>Problem Statements:</strong> Student Learning 1 <strong>Funding Sources:</strong> General Supplies for curriculum - 211 Title I, Part A - $10,000, After-School Tutorials - 199 State SCE - State Compensatory Education (PIC - $5,000, Tutorial General Supplies - 199 State SCE - State Compensatory Education (PIC - $6,500, Amplify Professional Development - 211 Title I, Part A - $10,000</td>
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<td>Formative</td>
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Strategy 2: 3rd- 5th Grade Teachers and Interventionists will utilize the mClass intervention system to provide differentiation, intervention, and 50 hours of acceleration of our Bilingual, ESL, SPED, and GT students.

**Strategy's Expected Result/Impact:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Reading (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Reading (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Staff Responsible for Monitoring:** 3rd- 5th Grade Teachers
DLC- Literacy
Reading Interventionist
SPED Teacher

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math,
Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics

**Funding Sources:** General Supplies for Intervention system - 199 General Fund - $20,000, General Supplies for Intervention - 211 Title I, Part A - $10,000, Amplify Professional Development for Intervention - 211 Title I, Part A - $10,000, mClass Intervention System - 211 Title I, Part A - $10,000

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**Performance Objective 1 Problem Statements:**

**Demographics**

**Problem Statement 2:** Teachers struggle developing interventions strategies for students who enter the campus later in the year. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.

**Student Learning**

**Problem Statement 1:** Tier I instruction in K-2 reading and math did not meet the needs of all students. **Root Cause:** The campus did not implement a comprehensive professional development package to ensure primary teachers had the necessary support to deliver high quality first instruction.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Exit Tickets
Unit Assessments
CBA’s
Progress Reports
Report Cards

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1</strong>: Students in grades 3-5 will utilize the Eureka Math core curriculum to increase their math proficiency.</td>
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<td><strong>Strategy’s Expected Result/Impact</strong>: By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.</td>
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<td><strong>Staff Responsible for Monitoring</strong>: Principal Assistant Principal Math Interventionists 3rd-5th grade Math Teachers</td>
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<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements</strong>: Demographics 2</td>
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<tr>
<td><strong>Funding Sources</strong>: General Supplies to support curriculum - 199 General Fund - $10,000, Eukera Math Supplies - 211 Title I, Part A - $5,000</td>
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</table>
### Strategy 2 Details

**Strategy 2:** Students in grades 3-5 will utilize Lone Star Math and StemScopes Math for differentiation, intervention, and 50 hours of acceleration of our Bilingual, ESL, SPED, and GT students.

**Strategy's Expected Result/Impact:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Math (3rd-5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Math (3rd-5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Math Interventionists  
3rd-5th grade Math Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math,  
Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Demographics 2

**Funding Sources:** General Supplies to support instructional resources - 199 General Fund - $6,149

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<th>Performance Objective 2 Problem Statements:</th>
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**Demographics**

**Problem Statement 2:** Teachers struggle developing interventions strategies for students who enter the campus later in the year.  
**Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 3:** By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th) assessment. By June 2022, the achievement gap between student groups will decrease.

**Evaluation Data Sources:** Exit Tickets
Unit Assessments
CBA's
Progress Reports
Report Cards

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<tr>
<th>Strategy 1 Details</th>
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<tr>
<td><strong>Strategy 1:</strong> Students will utilize StemScopes Science to deepen their understanding of the science skills and TEKS.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> By June 2022, 80% of students will reach at least Meets on the Spring 2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th) assessment. By June 2022, the achievement gap between student groups will decrease.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal 5th grade Science Teachers</td>
<td><strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal 5th grade Science Teachers</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</td>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</td>
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<tr>
<td><strong>Levers:</strong> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
<td><strong>Levers:</strong> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements:</strong> Demographics 2</td>
<td><strong>Problem Statements:</strong> Demographics 2</td>
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<td><strong>Funding Sources:</strong> StemScopes - 211 Title I, Part A - $7,500, General Supplies for StemScopes - 211 Title I, Part A - $10,000</td>
<td><strong>Funding Sources:</strong> StemScopes - 211 Title I, Part A - $7,500, General Supplies for StemScopes - 211 Title I, Part A - $10,000</td>
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<th>Strategy 2 Details</th>
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<tr>
<td><strong>Strategy 2:</strong> Students will utilize the hands-on science lab for differentiation, intervention, and acceleration of our Bilingual, ESL, SPED, and GT students.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> By June 2022, 80% of students will reach at least Meets on the Spring</td>
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2022 STAAR Science (5th grade) assessment. Additionally, by June 2022, 40% of GT students will reach the Masters level on the Spring 2022 STAAR Science (5th) assessment. By June 2022, the achievement gap between student groups will decrease.

Staff Responsible for Monitoring: Principal
Assistant Principal
5th grade Science Teachers

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF
Levers: Lever 5: Effective Instruction
Problem Statements: Demographics 1, 2
Funding Sources: General Supplies for Lab - 211 Title I, Part A - $5,000

Performance Objective 3 Problem Statements:

Demographics

<table>
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<tr>
<th>Problem Statement 1</th>
<th>Teachers struggle building relationships with our urban student population. Root Cause: Teachers did not receive ongoing social, emotional, and academic professional development for urban learners.</th>
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<tr>
<td>Problem Statement 2</td>
<td>Teachers struggle developing interventions strategies for students who enter the campus later in the year. Root Cause: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.</td>
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</table>
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Exit Tickets
Unit Assessments
CBA's
Progress Reports
Report Cards

### Strategy 1 Details

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<th>Strategy 1:</th>
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<td>Pre-Kindergarten students will utilize the Frog Street curriculum to increase phonological awareness, letter-sound correspondence, and early writing.</td>
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<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing. By June 2022, the achievement gap between student groups will decrease.</td>
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<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal, Assistant Principal, Pre-K Teachers</td>
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<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, improve low-performing schools - <strong>ESF Levers:</strong> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements:</strong> Student Learning 1</td>
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<td><strong>Funding Sources:</strong> General Supplies to support FrogStreet - 211 Title I, Part A - $10,000</td>
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### Performance Objective 4 Problem Statements:

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<th><strong>Problem Statement 1:</strong> Tier I instruction in K-2 reading and math did not meet the needs of all students. <strong>Root Cause:</strong> The campus did not implement a comprehensive professional development package to ensure primary teachers had the necessary support to deliver high quality first instruction.</th>
<th><strong>Student Learning</strong></th>
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</tbody>
</table>
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Exit Tickets
Progress Reports
Report Cards

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Pre-Kindergarten students will utilize the Frog Street curriculum to increase on-target performance in Math.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: By June 2022 (Wave 3), 90% of PK students will reach On Target on CLI Engage/CIRCLE in the area of Overall Math. By June 2022, the achievement gap between student groups will decrease.</td>
<td></td>
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<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal</td>
<td></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Pre-K Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Title 1 Schoolwide Elements</strong>: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements</strong>: Student Learning 1</td>
<td></td>
</tr>
</tbody>
</table>

Problem Statements:

**Problem Statement 1**: Tier I instruction in K-2 reading and math did not meet the needs of all students. **Root Cause**: The campus did not implement a comprehensive professional development package to ensure primary teachers had the necessary support to deliver high quality first instruction.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Exit Tickets
Unit Assessments
CBA's
Progress Reports
Report Cards

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Students in grades 3-5 will utilize the AMPLIFY core curriculum to build reading knowledge, academic vocabulary, and text analysis.</td>
<td></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By June 2022 (EOY), 65% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. By June 2022, the achievement gap between student groups will decrease.</td>
<td></td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** 3rd-5th Grade Teachers
DLC- Literacy
Reading Interventionist |
| **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math,
Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |
| **Problem Statements:** Demographics 2 |

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tr>
<td>Oct</td>
<td>Dec</td>
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</tbody>
</table>

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Problem Statement 2: Teachers struggle developing interventions strategies for students who enter the campus later in the year. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

Targeted or ESF High Priority

Evaluation Data Sources: Exit Tickets
Unit Assessments
CBA's
Progress Reports
Report Cards

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Students in K-5 will utilize the Eureka Math core curriculum to increase their math proficiency.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact:</strong> By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring:</strong> Principal</td>
<td></td>
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<tr>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Math Interventionists</td>
<td></td>
</tr>
<tr>
<td>K-5 Grade Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - <strong>TEA Priorities:</strong> Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Statements:</strong> Student Learning 1 - School Processes &amp; Programs 1</td>
<td></td>
</tr>
<tr>
<td><strong>Funding Sources:</strong> General Supplies for Eureka Math - 211 Title I, Part A - $10,000</td>
<td></td>
</tr>
</tbody>
</table>
**Strategy 2 Details**

**Strategy 2**: Students in grades K-5 will utilize Lone Star Math and StemScopes Math for differentiation, intervention, and acceleration to decrease the achievement gap.

- **Strategy's Expected Result/Impact**: By June 2022 (EOY), 65% of KG-5th grade students will exceed their growth expectations on MAP Math. By June 2022, the achievement gap between student groups will decrease.

- **Staff Responsible for Monitoring**: Principal  
  Assistant Principal  
  Math Interventionists  
  K-5 Grade Teachers

- **Title I Schoolwide Elements**: 2.4, 2.5, 2.6 - **TEA Priorities**: Build a foundation of reading and math,  
  Improve low-performing schools - **ESF Levers**: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Problem Statements**: Demographics 2 - Student Learning 1

- **Funding Sources**: Lone Star Math - 211 Title I, Part A - $10,000

**Performance Objective 7 Problem Statements:**

**Demographics**

**Problem Statement 2**: Teachers struggle developing interventions strategies for students who enter the campus later in the year. **Root Cause**: Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.

**Student Learning**

**Problem Statement 1**: Tier I instruction in K-2 reading and math did not meet the needs of all students. **Root Cause**: The campus did not implement a comprehensive professional development package to ensure primary teachers had the necessary support to deliver high quality first instruction.

**School Processes & Programs**

**Problem Statement 1**: PLC's in Kindergarten- 2nd grades were not meeting the needs of the teachers. **Root Cause**: PLC time, instructional focus, attention, and support is primarily given to the 3rd-5th grade teachers.
**Goal 1:** STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Exit Tickets
Unit Assessments
CBA's
Progress Reports
Report Cards

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> Students in grades Kindergarten- 2nd will utilize the AMPLIFY core curriculum to build reading knowledge, academic vocabulary, and text analysis. <strong>Strategy's Expected Result/Impact:</strong> By June 2022 (EOY), 65% of KG-2nd grade students will be &quot;on grade level&quot; as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease. <strong>Staff Responsible for Monitoring:</strong> Principal Assistant Principal DLC- Literacy LLI Interventionist Kinder- 2nd Grade Teachers <strong>Title I Schoolwide Elements:</strong> 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers:</strong> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <strong>Problem Statements:</strong> Student Learning 1 - School Processes &amp; Programs 1 <strong>Funding Sources:</strong> Supplies for Amplify - 211 Title I, Part A - $10,000, Amplify Professional Development - 211 Title I, Part A - $10,000</td>
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<tr>
<td></td>
<td>Oct</td>
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<tr>
<th>McNabb Elementary</th>
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</thead>
<tbody>
<tr>
<td>Generated by Plan4Learning.com</td>
</tr>
</tbody>
</table>
## Strategy 2 Details

**Strategy 2:** Kindergarten- 2nd Grade Teachers and Interventionists will utilize the mClass intervention system to provide differentiation, intervention, and acceleration.

**Strategy's Expected Result/Impact:** By June 2022 (EOY), 65% of KG-2nd grade students will be "on grade level" as measured by mCLASS (may be adjusted following review of baseline data). By June 2022, the achievement gap between student groups will decrease.

**Staff Responsible for Monitoring:** Principal
- Assistant Principal
- DLC- Literacy
- LLI Interventionist
- K-2 Grade Teachers

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:**
- Demographics 2
- Student Learning 1

**Funding Sources:**
- mClass Intervention Supplies - 211 Title I, Part A - $10,000

## Reviews

<table>
<thead>
<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>Oct</td>
<td>Dec</td>
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</table>

## Performance Objective 8 Problem Statements:

### Demographics

**Problem Statement 2:** Teachers struggle developing interventions strategies for students who enter the campus later in the year. **Root Cause:** Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.

### Student Learning

**Problem Statement 1:** Tier I instruction in K-2 reading and math did not meet the needs of all students. **Root Cause:** The campus did not implement a comprehensive professional development package to ensure primary teachers had the necessary support to deliver high quality first instruction.

### School Processes & Programs

**Problem Statement 1:** PLC’s in Kindergarten- 2nd grades were not meeting the needs of the teachers. **Root Cause:** PLC time, instructional focus, attention, and support is primarily given to the 3rd-5th grade teachers.
Goal 1: STUDENT OUTCOMES-Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

- **Evaluation Data Sources:** Weekly Attendance Reports, Home Visits, Attendance Committee Data

### Strategy 1 Details

**Strategy 1:** In August, a parent town hall will be conducted to review the McNabb expectations around student attendance. Parents will be required to sign an attendance contract for the 2021-2022 school year.

**Strategy's Expected Result/Impact:** By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor

**Title 1 Schoolwide Elements:** 2.5, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

**Funding Sources:** General Supplies for Academic Nights - 211 Title I, Part A - $10,000

### Strategy 2 Details

**Strategy 2:** For the 2021-2022 school year, the McNabb School Counselor will continue to conduct weekly home visits on students with attendance concerns.

**Strategy's Expected Result/Impact:** By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.

**Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Attendance Clerk

**Title 1 Schoolwide Elements:** 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

**Funding Sources:** Student Attendance Incentives - 211 Title I, Part A - $10,000
<table>
<thead>
<tr>
<th>Strategy 3 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 3</strong>: During the 2021-2022 school year, parent attendance concern letters will be sent every four weeks.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: By June 2022, attendance rates will improve by 1.5% when compared to the final campus rate in 2019.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Counselor Attendance Clerk</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - <strong>ESF Levers</strong>: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</td>
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<tr>
<td><strong>Funding Sources</strong>: General Supplies for Attendance - 211 Title I, Part A - $200</td>
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<tr>
<td>Performance Objective 9 Problem Statements:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Parent participation in academic meetings and events has been low. <strong>Root Cause</strong>: Parents do not see the value in what we are presenting during these events.</td>
</tr>
</tbody>
</table>
Goal 2: EQUITY - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2022, achievement gaps between student groups will be decreased.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Exit Tickets
Unit Assessments
CBA's
Progress Reports
Report Cards

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 1</strong>: Kindergarten- 5th Grade Teachers and Interventionists will utilize the mClass intervention system to provide differentiation, intervention, and acceleration of our Bilingual, ESL, SPED, and GT students.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: By June 2022, achievement gaps between student groups will be decreased.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal Assistant Principal Interventionists Kindergarten- 5th Grade Teachers</td>
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<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements</strong>: Demographics 2</td>
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</table>

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategy 2</strong>: Students in grades K-5 will utilize Lone Star Math and StemScopes Math for differentiation, intervention, and acceleration of our Bilingual, ESL, SPED, and GT students.</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Strategy's Expected Result/Impact</strong>: By June 2022, achievement gaps between student groups will be decreased.</td>
<td>Oct</td>
</tr>
<tr>
<td><strong>Staff Responsible for Monitoring</strong>: Principal Assistant Principal Interventionists Kindergarten- 5th Grade Teachers</td>
<td></td>
</tr>
<tr>
<td><strong>Title I Schoolwide Elements</strong>: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</td>
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<tr>
<td><strong>Problem Statements</strong>: Demographics 2</td>
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</table>

Performance Objective 1 Problem Statements:

0% No Progress 100% Accomplished Continue/Modify Discontinue
<table>
<thead>
<tr>
<th>Demographics</th>
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</thead>
<tbody>
<tr>
<td><strong>Problem Statement 2:</strong> Teachers struggle developing interventions strategies for students who enter the campus later in the year. <strong>Root Cause:</strong> Instructional coaches and teachers did not refine intervention strategies for students who enter the campus later in the year.</td>
</tr>
</tbody>
</table>
**Goal 3:** ENGAGEMENT-Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Family Meeting Attendance  
Parent Feedback Surveys

<table>
<thead>
<tr>
<th>Strategy 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 1:</strong> During the 2021-2022 school year, three McNabb Town Hall meetings will be conducted to review instructional practices, assessments, and grades with parents.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.</td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Counselors  
K-5 Teachers  
Campus Interventionists | **Funding Sources:** General Supplies for Town Halls - 211 Title I, Part A - $740 |
| **Title I Schoolwide Elements:** 3.1, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture |
| **Problem Statements:** Perceptions 1 |

<table>
<thead>
<tr>
<th>Strategy 2 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Strategy 2:</strong> During the 2021-2022 school year, McNabb will host a series of AMPLIFY and EUKERA parent nights informing and assisting our families with the new curriculum.</td>
<td><strong>Strategy's Expected Result/Impact:</strong> By June 2022, campuses will implement at least two high-leverage strategies to engage families and communities that best meet the needs of the stakeholders. Campus will determine the measure of success.</td>
</tr>
</tbody>
</table>
| **Staff Responsible for Monitoring:** Principal  
Assistant Principal  
Classroom Teachers  
Interventionists |
| **Title I Schoolwide Elements:** 2.5, 3.2 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture |
| **Problem Statements:** Perceptions 1 |

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<tr>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td><strong>Oct</strong></td>
<td><strong>Dec</strong></td>
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No Progress  
50% Accomplished  
Continue/Modify  
Discontinue
<table>
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<tr>
<th>Perceptions</th>
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<tbody>
<tr>
<td><strong>Problem Statement 1</strong>: Parent participation in academic meetings and events has been low. <strong>Root Cause</strong>: Parents do not see the value in what we are presenting during these events.</td>
</tr>
</tbody>
</table>
Goal 4: WELL-BEING-Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success.

Targeted or ESF High Priority

Evaluation Data Sources: Sign-In Sheets (participants)
Agendas
Impact data

<table>
<thead>
<tr>
<th>Strategy Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Strategy 1</strong>: During the 2021-2022 school year, McNabb staff will engage in professional development to deepen their knowledge of support for urban learners. <strong>Strategy's Expected Result/Impact</strong>: By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success. <strong>Staff Responsible for Monitoring</strong>: Principal Counselor Teachers and Staff <strong>Title 1 Schoolwide Elements</strong>: 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <strong>Problem Statements</strong>: Demographics 1 <strong>Funding Sources</strong>: Teacher Professional Development - 211 Title I, Part A - $10,000, General Supplies for SEL Strategies - 211 Title I, Part A - $7,000</td>
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<tr>
<td>Strategy 2 Details</td>
<td>Reviews</td>
</tr>
<tr>
<td><strong>Strategy 2</strong>: During the 2021-2022 school year, teachers and staff will engage in on-going SEL training using Quaver. <strong>Strategy's Expected Result/Impact</strong>: By June 2022, campuses will implement at least two high-leverage SEL strategies that meet the needs of the students, staff, and the community. Campus will determine the measure of success. <strong>Staff Responsible for Monitoring</strong>: Principal Counselor Teachers and Staff <strong>Title 1 Schoolwide Elements</strong>: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture <strong>Problem Statements</strong>: Demographics 1 <strong>Funding Sources</strong>: General Supplies to support Quaver - 211 Title I, Part A - $7,000</td>
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</table>

Performance Objective 1 Problem Statements:

No Progress  Accomplished  Continue/Modify  Discontinue

McNabb Elementary
Generated by Plan4Learning.com

Campus #101919121
September 9, 2021 3:34 PM
Demographics

**Problem Statement 1**: Teachers struggle building relationships with our urban student population. **Root Cause**: Teachers did not receive on going social, emotional, and academic professional development for urban learners.
## State Compensatory

### Personnel for McNabb Elementary

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Program</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eulisha Mannings</td>
<td>LLI</td>
<td>SCE</td>
<td>1.0</td>
</tr>
<tr>
<td>Natasha Joyner</td>
<td>Student Support Specialist</td>
<td>SCE</td>
<td>1.0</td>
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</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2021-2022 fall semester (July 2021-December 2021) and at least 3 meetings during the 2021-2022 spring semester (January 2022-July 2022).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

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

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))
2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

2.5: Increased learning time and well-rounded education

The campus will use methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and courses necessary to provide a well-rounded education. Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus lists and describes methods and instructional strategies that strengthen its academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum necessary to a well-rounded education. The campus identifies at least 1 (one) instructional strategy and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

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

The campus will address the needs of all students it serves with a focus on the needs of students identified as “At Risk” of unsuccessfully demonstrating mastery of the challenging State academic standards.

Within the Goals, Performance Objectives and Strategies sections in Plan4Learning, the campus identifies how it will address the needs of all students including a particular focus on students deemed “At Risk” of not meeting State standards. The campus identifies at least 1 (one) instructional strategy addressing the needs of all students especially the needs of “At Risk” students and student populations and as many as necessary to address the identified needs. For validation, the campus will submit 1-5 (one to five) strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child’s achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community
Our Parent and Family Engagement performance indicators include:
• Increase percentage of schools with an active PTA or PTO
• Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
• Increase parent rating of overall quality of education provided by Spring ISD
• Increased two-way communication with parents and stakeholders
• Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.
# Title I Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Karen McDougald</td>
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<td>Mendy Walker</td>
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<tr>
<td>Terrance O'Neil</td>
<td>Math Interventionist</td>
<td>Title I</td>
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2021-22 Accountability Targets (McNabb ES)

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