

**Spring Independent School District
McNabb Elementary
2023-2024 Improvement Plan**



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

The mission of McNabb Elementary School is to develop self-directed learners, effective communicators, critical thinkers, and productive citizens in the classroom as well as society.

Core Beliefs

At McNabb Elementary School, we believe:

- All children can learn
- Building positive self-esteem of students is key in student motivation.
- Students take risks in a climate of mutual respect.
- Mistakes are seen as opportunities.
- Teachers provide high expectations and students.
- Teachers must be knowledgeable and skillful in their instructional methods to achieve academic success.

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Comprehensive Needs Assessment

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, ten large apartment complexes, and two local hotels on the freeway. Student enrollment at McNabb Elementary has seen a slight increase over the last year with the addition of a new apartment complex located directly across the street from the campus. Current campus data shows 719 students enrolled, with the majority of our student population being Hispanic at 51% and African American at 36% respectively. Our SPED population showed a significant increase going from 9.2% to 15% last year. Part of this growth can be attributed to some of our dyslexic students now being serviced by the SPED department. Our Emergent Bilingual population continued to rise moving from 35.8% to 37% which is higher than the state average. McNabb's student enrollment is projected to remain the same for the 2023-2024 school year. Overall, Cypresswood Drive and our community is seeing a revitalization. We currently have a condominium complex and office space being constructed across the street. With the changes in our community, our current mobility rate is 25% and continues to be above the state and district averages. During the 2022-2023 school year, attendance rates decrease. McNabb's high student mobility continues to affect our overall attendance rate. McNabb has also suffered from an increase in chronic absenteeism which has been documented as a concern state- wide. Additional student groups include 84% Economically Disadvantaged, 35% English Language Learners (ELL), and 89% 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): Our SPED students continue to perform below grade level expectations. **Root Cause:** With the increase of SPED students enrolled, our team has struggled to implement services with fidelity.

Problem Statement 2 (Prioritized): With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.

Student Learning

Student Learning Summary

As of the development of this needs assessment, final STAAR scores have not been released from the state.

mClass data decreased over with 71% of the primary students at benchmark or above benchmark. The decline is a result of a staffing issue in Kindergarten. During the 2022-2023, we lost two Kindergarten teachers due to misconduct. As a result, we had substitutes in the classroom for the majority of the year and also supplemented their reading instruction with our reading interventionists. The inconsistencies resulted in a drop in their reading data. Analysis of our MAP data shows similar scores from the previous year with 71% of 2nd-5th graders who met or exceed grade level expectations Reading. Analysis of our MAP math data also shows an increase in scores with 80% of our 2nd-5th grade students who met our exceed grade level expectations.

Analysis of our SPED students data suggests that the campus will continue the need to increase our focus on this group of students as their data remains stagnant or decreased. This decrease resulted from the lack of personnel to effectively service the students. It was increasingly difficult last year to find SPED teachers for our students.

Review of attendance data shows a continued decline. The decline can be attributed to parent's attitude about school. Since COVID, there has been a shift in parents need to send their students to school. We continue to send out attendance warnings and letters, however we still see a decrease in the attendance. This year, the campus will increase efforts around consistent student attendance by utilizing the truancy officers more effectively and earlier in the process.

Student Learning Strengths

Over the years, our student's strengths have evolved. As we have evaluated trend data from the primary grade levels, it has shown that early intervention of mClass intervention and a systematic implementation of the core curriculum has yielded students whose data is at or above grade level. At the end of the 2022-2023 school year, 71% of our Kindergarten-2nd grade students were at or above benchmark on their EOY mClass assessment. Additionally these same students were shown to have met or exceeded grade level expectations on their math MAP assessment. As these cohorts continue to move through the grade levels, their assessment data continued to rise and we were eventually able to send students to 3rd grade who were on level. Once we achieved this goal, our STAAR data continued to move in a positive direction until this year we saw the highest Meets and Masters numbers we have seen so far. As we review primarily STAAR data for 2022-2023, it seems possible this trend will continue. The continued focus on the primary grades and ensuring these students received a solid foundation has been a strength for our students and for our campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Tier One instruction did not meet the needs of all our SPED students. **Root Cause:** Data was not monitored as effectively as needed by teachers, coaches, and administrators.

Problem Statement 2 (Prioritized): Our Kindergarten reading data decreased causing a gap in reading ability. **Root Cause:** The loss of two Kindergarten teachers caused our Kindergarten instructional to be ineffective.

Problem Statement 3 (Prioritized): School attendance continues to decline causing gaps in instruction. **Root Cause:** Administrators and teachers did not take advantage of all resources available.

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. The campus continues to focus on a strong foundation for the primary grades. Professional development is centered around developing an increase depth and complexity in Amplify and Eureka. The campus also conducts specific professional development sessions that are based on our data from the pervious school year. These professional development sessions are offered at the beginning of August before teachers begin their new contract.

As we move into the school year, teachers continue their professional learning through PLC's which are held every Tuesday and Thursday. Our literacy and math coaches are also available for the teachers every afternoon for planning and questions. For the 2023-2024 school year, the campus will be creating exemplar videos of our teachers and sharing them with new/ struggling teachers. This will provide the teachers with an opportunity to see a teacher from their own campus implementing instruction effectively.

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 dis- aggregation 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, our focus continues to be on the primary grades, new teachers 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. Teachers also work closely with their coaches and the SSS to ensure students are receiving the proper interventions and services when necessary. Our teachers continue to go the extra mile in providing after school tutoring and clubs for our students. Student clubs that are offered are a Boys and Girls Club, Student Council, Art Club, and Sports Club.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Coaches did not follow thru to ensure primary teachers were utilizing strategies taught in PLC meetings. **Root Cause:** Coaches shifted their focus to our 3rd-5th grade teachers and did not utilize their time appropriately.

Perceptions

Perceptions Summary

Our campus continues to build a positive presence in the community. Our parent surveys have yielded positive feedback from our stakeholders and show an increase in participating in our school community. The positive comments centered around the rigor of instruction on the campus and the teacher responsiveness. Additional positive comments discussed the continued academic success of the campus and pride in the campus.

Parents did express concerns with school communication from the campus. The team has discussed a need for a parent orientation at our Meet the Teacher event in order to communicate our methods of communication for the school year. We will also be sending information with the classroom teachers to ensure parents are hearing the same message from all stakeholders on the campus.

For 2023-2024, 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 use this format to deliver information such as how to read assessments, report cards, and upcoming dates. 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 have discussed bringing in school academic speakers and evening events for parents to participate in that are not all focused on academics but building a relationship with the campus.

Perceptions Strengths

Our parents and community members have expressed confidence in the safety of their students on campus. They are satisfied with the systems, structures, and most importantly the academics at McNabb, however we will need to remind them and ensure they are comfortable and welcome on the campus through events and meetings. We will also continue to reach out to each of our families around providing support for the social and emotional well-being of our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents feel the school is not communicating events and meetings effectively. **Root Cause:** The campus has not made the families specifically aware of how we communicate events and meetings.

Problem Statement 2 (Prioritized): 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: Our SPED students continue to perform below grade level expectations.

Root Cause 1: With the increase of SPED students enrolled, our team has struggled to implement services with fidelity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.

Root Cause 2:

Problem Statement 2 Areas: Demographics

Problem Statement 3: Tier One instruction did not meet the needs of all our SPED students.

Root Cause 3: Data was not monitored as effectively as needed by teachers, coaches, and administrators.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our Kindergarten reading data decreased causing a gap in reading ability.

Root Cause 4: The loss of two Kindergarten teachers caused our Kindergarten instructional to be ineffective.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: School attendance continues to decline causing gaps in instruction.

Root Cause 5: Administrators and teachers did not take advantage of all resources available.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Coaches did not follow thru to ensure primary teachers were utilizing strategies taught in PLC meetings.

Root Cause 6: Coaches shifted their focus to our 3rd-5th grade teachers and did not utilize their time appropriately.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Parents feel the school is not communicating events and meetings effectively.

Root Cause 7: The campus has not made the families specifically aware of how we communicate events and meetings.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The participation rate for academic meetings and events is lower than social events on campus.

Root Cause 8: The campus has not sought input from families to plan events that meet their needs.

Problem Statement 8 Areas: Perceptions

Goals

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 1: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.

Performance Level 2023 % 2024 %

Approaches	77%	to	80%
Meets	47%	to	50%
Masters	19%	to	22%

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 3-5 will utilize the AMPLIFY core curriculum to build reading knowledge, academic vocabulary, and build knowledge.</p> <p>Strategy's Expected Result/Impact: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.</p> <p>By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Literacy Coach Reading Interventionist 3rd- 5th Grade Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1</p> <p>Funding Sources: General Supplies for AMPLIFY - 211 Title I, Part A - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: During intervention block, students will engage in type to learn in order to increase their proficiency with typing as required with the new STAAR testing format.</p> <p>Strategy's Expected Result/Impact: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.</p> <p>By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Porter Coaches</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will attend after school tutorials to ensure mastery of instruction.</p> <p>Strategy's Expected Result/Impact: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.</p> <p>By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.</p> <p>Staff Responsible for Monitoring: Assistant Principal Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: General Supplies for Tutorials - 199 State SCE - State Compensatory Education (PIC - \$2,000, Extra Duty Pay for Tutorials - 199 State SCE - State Compensatory Education (PIC - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our SPED students continue to perform below grade level expectations. Root Cause: With the increase of SPED students enrolled, our team has struggled to implement services with fidelity.
Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.
Student Learning
Problem Statement 1: Tier One instruction did not meet the needs of all our SPED students. Root Cause: Data was not monitored as effectively as needed by teachers, coaches, and administrators.

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 2: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.

Performance Level 2023 % 2024 %

Approaches	77%	to	80%
Meets	53%	to	56%
Masters	24%	to	27%

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 3-5 will utilize the Eureka Math core curriculum to increase their math proficiency. Strategy's Expected Result/Impact: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.</p> <p>By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Interventionists 3rd-5th grade Math Teachers</p> <p>Title I: 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 Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: General Supplies for Eureka - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
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Strategy 2 Details	Reviews			
<p>Strategy 2: During core instruction, students will utilize StemScopes Math to deepen their understanding of the science skills and TEKS.</p> <p>Strategy's Expected Result/Impact: By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.</p> <p>By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Interventionists 3rd-5th grade Math Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 1, 2 - Student Learning 1</p> <p>Funding Sources: Registration fees for StemScopes - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June






Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Our SPED students continue to perform below grade level expectations. Root Cause: With the increase of SPED students enrolled, our team has struggled to implement services with fidelity.</p>
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>
Student Learning
<p>Problem Statement 1: Tier One instruction did not meet the needs of all our SPED students. Root Cause: Data was not monitored as effectively as needed by teachers, coaches, and administrators.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 3: By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.





Performance Level 2023 % 2024 %

Approaches	65%	to	68%
Meets	43%	to	46%
Masters	28%	to	31%

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 4: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	64%
Letter-Sound Correspondence	86%
Early Writing	96%

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Pre-Kindergarten students will utilize the Frog Street curriculum to increase phonological awareness, letter-sound correspondence, and early writing.</p> <p>Strategy's Expected Result/Impact: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Pre-K Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: General Supplies for the Pre-K classrooms - 211 Title I, Part A - \$2,000</p>				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.

Student Learning

Problem Statement 2: Our Kindergarten reading data decreased causing a gap in reading ability. **Root Cause:** The loss of two Kindergarten teachers caused our Kindergarten instructional to be ineffective.





Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 5: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

2023 Percentage

Overall Math 77%

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-Kindergarten students will utilize the Frog Street curriculum to increase on- target performance in Math.</p> <p>Strategy's Expected Result/Impact: By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Pre-K Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: General Supplies for the Pre-K classroom - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 5 Problem Statements:

Demographics
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>
Student Learning
<p>Problem Statement 2: Our Kindergarten reading data decreased causing a gap in reading ability. Root Cause: The loss of two Kindergarten teachers caused our Kindergarten instructional to be ineffective.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 6: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 65%

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades Kindergarten- 2nd will utilize the AMPLIFY core curriculum.</p> <p>Strategy's Expected Result/Impact: By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Reading Interventionist Kinder- 2nd Grade Teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: General Supplies to support Amplify curriculum - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:





Demographics
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>
Student Learning
<p>Problem Statement 2: Our Kindergarten reading data decreased causing a gap in reading ability. Root Cause: The loss of two Kindergarten teachers caused our Kindergarten instructional to be ineffective.</p>
School Processes & Programs
<p>Problem Statement 1: Coaches did not follow thru to ensure primary teachers were utilizing strategies taught in PLC meetings. Root Cause: Coaches shifted their focus to our 3rd-5th grade teachers and did not utilize their time appropriately.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 7: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 59%

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 3-5 will utilize the AMPLIFY core curriculum.</p> <p>Strategy's Expected Result/Impact: By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal 3rd- 5th Grade Teachers Literacy Coach Reading Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: General Supplies for AMPLIFY curriculum - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 7 Problem Statements:

Demographics
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 8: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 57%

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in K-5 will utilize the Eureka Math core curriculum.</p> <p>Strategy's Expected Result/Impact: By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Math Interventionists K-5 Grade Teachers</p> <p>Title I: 2.4, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: General Supplies for Eureka curriculum - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Problem Statements:





Demographics
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>

Goal 1: Student Outcomes - Achieve excellent, equitable outcomes for all students

Performance Objective 9: By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 92.8%

Strategy 1 Details	Reviews			
<p>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 2023-2024 school year.</p> <p>Strategy's Expected Result/Impact: By June 2024, the campus will maintain a 98% attendance rate.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor Attendance Clerk</p> <p>Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 9 Problem Statements:

Student Learning
<p>Problem Statement 3: School attendance continues to decline causing gaps in instruction. Root Cause: Administrators and teachers did not take advantage of all resources available.</p>

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 1: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.





Strategy 1 Details	Reviews			
<p>Strategy 1: During the daily intervention block, teachers and interventionists will utilize the mClass system to provide differentiation, intervention, and acceleration with our African American and Hispanic students.</p> <p>Strategy's Expected Result/Impact: By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>

Goal 2: Equity - Remove unacceptable barriers to student and staff success

Performance Objective 2: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
<p>Strategy 1: During daily intervention, students will utilize Lone Star Math and Stem Scopes Math for differentiation and acceleration of our African American and Hispanic.</p> <p>Strategy's Expected Result/Impact: By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Interventionists Teachers</p> <p>Title I: 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 Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Yearly License for Lone Star Math - 211 Title I, Part A - \$4,000, Yearly License for Stem Scopes - 211 Title I, Part A - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	Empty review cells			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

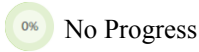
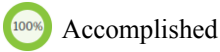
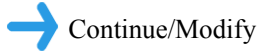

Demographics
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>

Goal 3: Engagement - Empower family and student voices in support of positive student outcomes

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 85% rate .

Strategy 1 Details	Reviews			
<p>Strategy 1: During the 2023-2024 school year, parents will engage in volunteer opportunities with the campus such as classroom readers, field trips, field days, and end of year celebrations.</p> <p>Strategy's Expected Result/Impact: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 85% rate .</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors K-5 Teachers Parent Liaison</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: General Supplies for Parents Events - 211 Title I, Part A - \$5,000, Entry for Field Trips - 211 Title I, Part A - \$7,000, Transportation for Field Trips - 211 Title I, Part A - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: During the 2023-2024 school year, McNabb will host a series of AMPLIFY and EUKERA parent nights to assist our families with homework and instruction.</p> <p>Strategy's Expected Result/Impact: By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 85% rate .</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors K-5 Teachers Parent Liaison</p> <p>Title I: 2.4, 2.5, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parents feel the school is not communicating events and meetings effectively. Root Cause: The campus has not made the families specifically aware of how we communicate events and meetings.</p> <p>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.</p>

Goal 4: Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

Performance Objective 1: By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Strategy 1 Details	Reviews			
<p>Strategy 1: During the 2023-2024 school year, McNabb staff will engage in student relationship building to decrease the amount of discipline referrals and increase the number of positive student interactions.</p> <p>Strategy's Expected Result/Impact: A decrease in the amount of discipline referrals and an increase in the number of positive student interactions.</p> <p>Staff Responsible for Monitoring: Assistant Principal Counselor Teachers and Staff</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: General Supplies for Student Prizes/ Incentives - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: During the 2023-2024 school year, teachers and staff members will work together to actively design and engage students in after school clubs that students will be interested in and will assist students in relationship building and decision making.</p> <p>Strategy's Expected Result/Impact: Increase in positive student relationships resulting in a decrease of student discipline referrals.</p> <p>Staff Responsible for Monitoring: Counselor Club Sponsors</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: General Supplies for After School Clubs - 211 Title I, Part A - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.
Student Learning
Problem Statement 3: School attendance continues to decline causing gaps in instruction. Root Cause: Administrators and teachers did not take advantage of all resources available.

Goal 5: Opportunities - Expand academic offerings so students can explore, learn, and excel

Performance Objective 1: To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
<p>Strategy 1: By August 2023, McNabb will meet with each apartment leasing manager to discuss a partnership regarding verifying leases and attendance.</p> <p>Strategy's Expected Result/Impact: To maintain/increase campus enrollment established at October snapshot date (October 27, 2023).</p> <p>Staff Responsible for Monitoring: Counselor Assistant Principal Principal Teachers Attendance Clerk</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools Problem Statements: Student Learning 3</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: By October 31, 2023, McNabb will organize/offer a fall festival at the campus for all families.</p> <p>Strategy's Expected Result/Impact: To maintain/increase campus enrollment established at October snapshot date (October 27, 2023).</p> <p>Staff Responsible for Monitoring: Counselor Assistant Principal Principal Teachers Attendance Clerk</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1, 2</p> <p>Funding Sources: General Supplies for Festival - 211 Title I, Part A - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: School attendance continues to decline causing gaps in instruction. Root Cause: Administrators and teachers did not take advantage of all resources available.</p>
Perceptions
<p>Problem Statement 1: Parents feel the school is not communicating events and meetings effectively. Root Cause: The campus has not made the families specifically aware of how we communicate events and meetings.</p> <p>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.</p>

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 1: By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.





Strategy 1 Details	Reviews			
<p>Strategy 1: Principal/ Assistant Principal will develop documentation system to ensure staff members complete their required professional development training.</p> <p>Strategy's Expected Result/Impact: Teachers will meet targets as outlined by the district.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Tier One instruction did not meet the needs of all our SPED students. Root Cause: Data was not monitored as effectively as needed by teachers, coaches, and administrators.</p>

Goal 6: Leadership - Identify and support all leaders across every level of the organization

Performance Objective 2: By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal/ Assistant Principal will develop documentation system to ensure quarterly targets are met for T-Tess and Professional Development.</p> <p>Strategy's Expected Result/Impact: Campus leaders & Teachers will meet targets as outlined by the district.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: With a mobility rate of 25%, our teachers continue to struggle with learning gaps that affect the students on-grade level performance.</p>
Student Learning
<p>Problem Statement 1: Tier One instruction did not meet the needs of all our SPED students. Root Cause: Data was not monitored as effectively as needed by teachers, coaches, and administrators.</p>
School Processes & Programs
<p>Problem Statement 1: Coaches did not follow thru to ensure primary teachers were utilizing strategies taught in PLC meetings. Root Cause: Coaches shifted their focus to our 3rd-5th grade teachers and did not utilize their time appropriately.</p>