

# **Ferris Independent School District**

## **Lucy Mae McDonald Elementary**

### **2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



# Mission Statement

Ferris ISD is a technology-rich school district with classroom instruction and extracurricular opportunities designed to promote creativity, critical thinking, and problem solving; and inspire students as they work collaboratively with their peers.

Lucy Mae McDonald Elementary School is bi-literate-friendly campus that recognizes that student learning and experiences are as unique and diverse as the human fingerprint; and empowers our stakeholders to take an active role in the educational process.

## Vision

Ferris ISD recognizes the complex challenge of empowering students to succeed in a world of unprecedented change, a world where our graduates are filling jobs that did not even exist when they entered high school. We are committed to embracing that challenge. Ferris ISD is a family, a community, a team; and we dedicate ourselves and our resources to providing every child with every opportunity to become more tomorrow than even they imagined possible today.

Lucy Mae McDonald Elementary is committed to meeting the unique, individual educational needs of every student to ensure that they have the maximum opportunity to reach their full potential.

### **FAMILY PORTRAITS**

#### **PORTRAIT OF A FERRIS ISD GRADUATE**

Communicates effectively  
Possesses the critical thinking skills necessary to excel in higher education, technical school, armed services, or the workforce  
Exhibits a keen sense of respect for others, personal integrity, and desire to serve their community  
Adeptly utilizes advanced technology tools to accomplish tasks  
Intrinsically motivated  
Commits to being a lifelong learner

#### **PORTRAIT OF A McDONALD ELEMENTARY SCHOLAR**

Exhibits joy when entering the building and maintains it throughout the day  
Displays self-confidence in the learning process  
Feels comfortable sharing dreams or goals that we, as a family, support  
Interacts appropriately with peers and staff members

Shows a desire to help and respect others, wants to belong to our community  
Completes at least one year of growth by the last week of school  
Uses effective and correct verbal and written communication

**PORTRAIT OF A McDONALD ELEMENTARY STAFF MEMBER**

Exhibits joy when entering the building and maintains it throughout the day  
Displays self-confidence in their craft and a desire to share their craft for the common good  
Feels confident in their ability to nurture students' dreams and goals, no matter how lofty  
Interacts appropriately and professionally with peers and students  
Shows a desire to help and respect others; wants to belong to our community  
Facilitates at least one year of growth in all students by the last week of school  
Demonstrates and fosters effective and correct verbal and written communication  
Is a positive role model for their peers and students  
Models dual-language whenever and wherever appropriate  
Above all else, is PREPARED, PROFESSIONAL, PROMPT.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Lucy Mae McDonald Elementary School is one of three grade-specific elementary campuses in Ferris ISD. Lucy Mae McDonald currently serves students in Grades 1-5 in Monolingual and Bilingual programs. The campus has one principal, two assistant principals, a counselor, and administrative intern, two monolingual speech therapists, and two Dyslexia specialists. McDonald has one diagnostician, a district LSSP, and a contracted bilingual speech therapist. The district's social worker is also housed on our campus. The average homeroom class size is 20 students. On average, our teachers have at least 7 - 10 years of experience in elementary education.

We are a Title One campus with a high percentage of low social-economic students as well as English Language Learners. We have seven sections of 1st grade, six sections of 2nd grade, six sections of 3rd grade, six sections of 4th grade and six sections of 5th grade. Each grade has three section of Dual Language, making approximately 50% of our campus Dual Language. Our students come from very diverse backgrounds and family structures.

McDonald Elementary aims to be a place of love, commitment, and comfort that is willing to do whatever it takes to make our students feel that they belong and are an important part of society. We are a "Jacket Pride" district that strives for our students to think in an innovative mindset to become successful. Ultimately, we hope to be a school where every student has a chance.

#### Student Demographics (2022 - 2023 Preliminary Fall PEIMS file loaded 09/20/2022)

Count	Percent
Gender	
Female	<a href="#">311</a> 50.00%
Male	<a href="#">311</a> 50.00%
Ethnicity	
Hispanic-Latino	<a href="#">499</a> 80.23%
Race	
American Indian - Alaskan Native	<a href="#">3</a> 0.48%
Asian	<a href="#">3</a> 0.48%
Black - African American	<a href="#">27</a> 4.34%
Native Hawaiian - Pacific Islander	<a href="#">1</a> 0.16%
White	<a href="#">85</a> 13.67%
Two-or-More	<a href="#">4</a> 0.64%

#### Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/20/2022)

Count	Percent
Dyslexia	<a href="#">20</a> 3.22%

<b>Student Programs (2022 - 2023 Preliminary Fall PEIMS file loaded 09/20/2022)</b>	<b>Count</b>	<b>Percent</b>
Gifted and Talented	<a href="#">32</a>	5.14%
Regional Day School Program for the Deaf	0	0.00%
Section 504	<a href="#">18</a>	2.89%
Special Education (SPED)	<a href="#">88</a>	14.15%
Bilingual/ESL		
Emergent Bilingual (EB)	<a href="#">337</a>	54.18%
Bilingual	<a href="#">234</a>	37.62%
English as a Second Language (ESL)	<a href="#">32</a>	5.14%
Alternative Bilingual Language Program	<a href="#">55</a>	8.84%
Alternative ESL Language Program	<a href="#">10</a>	1.61%
Title I Part A		
Schoolwide Program	<a href="#">622</a>	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

<b>Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/20/2022)</b>	<b>Count</b>	<b>Percent</b>
At-Risk	<a href="#">415</a>	66.72%
Foster Care	0	0.00%
IEP Continuer	0	0.00%
Immigrant	<a href="#">7</a>	1.13%
Intervention Indicator	<a href="#">121</a>	19.45%
Migrant	0	0.00%
Military Connected	<a href="#">8</a>	1.29%
Transfer In Students	<a href="#">13</a>	2.09%
Unschoolered Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	<a href="#">494</a>	79.42%
Free Meals	<a href="#">340</a>	54.66%
Reduced-Price Meals	<a href="#">16</a>	2.57%
Other Economic Disadvantage	<a href="#">138</a>	22.19%
Homeless and Unaccompanied Youth		
Homeless Status Total	<a href="#">10</a>	1.61%
Shelter	0	0.00%
Doubled Up	<a href="#">8</a>	1.29%

**Student Indicators (2022 - 2023 Preliminary Fall PEIMS file loaded 09/20/2022) Count Percent**

Unsheltered	0	0.00%
Hotel/Motel	<u>2</u>	0.32%
Not Unaccompanied Youth	0	0.00%
Is Unaccompanied Youth	0	0.00%

**Special Education Services (2022 - 2023 Preliminary Fall PEIMS file loaded 09/20/2022) Count Percent**

## Primary Disabilities

No Disability	0	0.00%
Orthopedic impairment	0	0.00%
Other health impairment	<u>16</u>	18.18%
Auditory impairment	0	0.00%
Visual impairment	0	0.00%
Deaf-Blind	<u>1</u>	1.14%
Intellectual disability	<u>9</u>	10.23%
Emotional disturbance	<u>4</u>	4.55%
Learning disability	<u>22</u>	25.00%
Speech impairment	<u>26</u>	29.55%
Autism	<u>9</u>	10.23%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Non-categorical early childhood	<u>1</u>	1.14%

## Instructional Settings

Speech Therapy	<u>25</u>	28.41%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	<u>10</u>	11.36%
Resource Room	<u>42</u>	47.73%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	<u>11</u>	12.50%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

### **Demographics Strengths**

- Steady Enrollment Growth
- Communications are sent in English and Spanish, reflecting our community demographic
- The student population reflects the diversity of our community
- Our Dual Language program promotes cultural heritage and use of their first language while learning a second.
- Our Dual Language program runs first through fifth grade
- Bilingual Paraprofessional are scheduled in a way that optimizes their time supporting bilingual students
- Increased continuum of services in Special Education allows us to more effectively meet all student needs
- Increased efficacy in intervention practices, including the addition of intervention staff
- New Teachers have a mentor, the First Year Teacher administrator is making great strides with the FYTA program
- We provide a good amount of PD WITHIN the district
- Most behavior issues are handled swiftly
- Outreach programs reflect our diverse population

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Equity is lacking across all STUDENT groups. **Root Cause:** Current special programs do not address the needs of our student groups.

**Problem Statement 2 (Prioritized):** Equity is lacking across all TEACHER groups, especially first year teachers and teachers in need of assistance. **Root Cause:** A strong, diverse professional development model for all staff is still in the development phase.



# Student Learning

## Student Learning Summary

McDonald Elementary's campus rating was a "B" for the 2021-2022 school year.

### Approaches or Above Meets or Above Masters Grade Level

All Tests	76	All Tests	42	All Tests	20
Reading	72	Reading	46	Reading	25
Math	79	Math	41	Math	20
Science	77	Science	33	Science	9

McDonald Elementary meet 100% of it's English Language Proficiency Targets.

## Student Learning Strengths

- Reteaching is done well.
- Frequent home visits when students are chronically absent
- Focus on students that have multiple gaps
- RTI process has improved.
- Good job identifying at risk students.
- Good use of MAP data in both reading and math
- Most students working with the MAP interventionist increased their RIT by 5 points or more
- Variety of intervention programs for both reading and math
- Multiple data sources are available
- Specialized compensatory programs are available in English and Spanish reading

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Intervention is not consistent and equitable. **Root Cause:** Equitable intervention programs were not available to all student groups, further intervention training is needed, and expectations were not always clear.

**Problem Statement 2 (Prioritized):** Not all student groups met projected growth in M.A.P. testing. **Root Cause:** McDonald continues to navigate best practices and use with relatively new curricula. Intervention was not consistent and equitable.

**Problem Statement 3 (Prioritized):** Special Programs were not equitable. **Root Cause:** Students in special programs did not have equitable access to certified staff and curriculum

materials.

# School Processes & Programs

## School Processes & Programs Summary

McDonald uses HMH resources for all Language Arts classes and Sharon Wells Mathematics for 2nd-5th grade Math classes. 1st Grade Mathematics uses Pearlized math and all other core content areas use the TEKS Resource System. Students in Title 1 and Resource settings all utilize iRead, READ 180, and System 44. A dedicated math interventionist scaffolds learning lessons based on weekly Sharon Wells data as well as Beginning, Middle, and End of Year MAP Data. All teachers have 75 minutes a day of intervention/extension time built into their schedule. We will continue with the one-to-one initiative of chromebooks. We are continuing to develop and implement a district wide writing plan to improve our students' writing skills so that students are prepared embedded writing throughout the curriculum and state testing. Ferris ISD is revamping language, special education, and gifted and talented programs to match the needs of our students.

There is a sizable amount of teacher turnover every year. Teachers are being supported through professional development opportunities provided in district that will allow them to improve instructional and are provided many opportunities in district to observe each other as peers and plan/grow with their colleagues.

The master schedule was developed in such a way that it maximizes core content instructional time as well as allowing time for intentional interventions and enrichment. We have also scheduled common planning times for each grade level. Staff Quality is maintained and heightened throughout the year with various trainings, coaching, and planning days through rolling PLC, as well as several half-days for planning and professional development. The recruiting and retention of dedicated, high quality staff members is a great concern. Finding certified Bilingual educators is proving to be a difficult task for general education and special education students.

## School Processes & Programs Strengths

- Professional Development is frequent and varied.
- Instructional Coaches are available in PLCs
- Use of TRS, HMH, Sharon Wells and Pearlized Mathematics as instructional outlines
- Clear Expectations
- Outlined duties, expectations and guidelines and job descriptions
- Strong focus on student success
- Daily intervention built into the schedule for remediation and extension activities (75 minutes a day)
- Instructional and behavioral support
- Leadership opportunities for staff
- Increased size of curriculum and instruction department
- Technology rich lessons
- Expanded multilingual department meet the needs of ELs
- Revamping of Special Education department to offer a greater continuum of services
- Greater emphasis on Gifted and Talented services as well as identification.
- Focus on Safety and High Expectation
- Data is at the forefront of all decisions

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Equity is lacking in programs, instructional tools, and instructional strategies. **Root Cause:** When new problems arise, focus is shifted to that

problem and sight of the big picture is lost.

**Problem Statement 2 (Prioritized):** Teachers are spread very thin, and have difficulty keeping up the pace of the rigorous lesson cycle and tight assessment windows along with the growing needs of their students. **Root Cause:** Changing state assessments and requirements set forth by HB4545.

**Problem Statement 3 (Prioritized):** The school's mission and vision are not widely understood. **Root Cause:** Stakeholders lose focus on the mission and vision in the everyday minutia of school.

# Perceptions

## Perceptions Summary

McDonald Elementary has three main expectations regarding campus climate and culture:

1. Students are with us for 7-and-a-half hours a day. Students should experience joy and success every day. School is not a building to be dreaded.
2. In order to reach the highest levels of Bloom's Taxonomy, we must ensure that students are able to access levels in Maslow's Hierarchy.
3. What happens to one of us happens to all of us. Therefore, we are responsible for each and every students' well-being (this includes students that have been promoted to higher grades!). WE ARE ALL IN THIS TOGETHER.

We do not rest on our laurels or our improved accountability rating. We still must grow each student by one year and continue to utilize every second possible.

Opinions are frequently solicited from stakeholders in order to improve our campus. Ferris ISD and McDonald Elementary do not subscribe to a culture of "no", but rather "how can we?".

Staff surveys occur every semester.

Communication is open and varied so we may reach the widest range of families possible. We are committed to being as transparent as possible. Transparency, communication, and involvement in the decision making processes lead to increased buy-in from all stakeholders.

## Perceptions Strengths

- Frequent and varied communication in English and Spanish.
- High expectation for our role in the quality of a student's day
- Frequent solicitation of stakeholder opinion
- Visibility and Involvement in community events, such as the Back to School Fair and Brick Festival
- Tremendous outreach services to ensure that every student has the chance to succeed.
- Leadership opportunities for staff
- Shared responsibility for decision making and vision-setting
- Parent support is improving.
- Major campus and community events are well attended.

- Parents feel welcome.
- Several processes and programs are helping teachers find success with students.
- Discipline is handled quickly and satisfactorily.
- Students, staff, and parents feel safe at McDonald.
- Most students have a sense of belonging.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Parent involvement in improvement of student achievement and performance is lacking. **Root Cause:** Many barriers exists that prevent parent participation and some parents do not know "how" to participate.

**Problem Statement 2 (Prioritized):** Teacher support is not 100% personalized and equitable. **Root Cause:** While teachers are offered many professional development opportunities, not all teachers are offered professional development that is tailored to their personal goals.

**Problem Statement 3 (Prioritized):** Communication is not equally useful to all stakeholders. **Root Cause:** Communication is not always varied and/or timely.

# Priority Problem Statements

**Problem Statement 1:** Equity is lacking across all STUDENT groups.

**Root Cause 1:** Current special programs do not address the needs of our student groups.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 3:** Intervention is not consistent and equitable.

**Root Cause 3:** Equitable intervention programs were not available to all student groups, further intervention training is needed, and expectations were not always clear.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 6:** Equity is lacking in programs, instructional tools, and instructional strategies.

**Root Cause 6:** When new problems arise, focus is shifted to that problem and sight of the big picture is lost.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 9:** Parent involvement in improvement of student achievement and performance is lacking.

**Root Cause 9:** Many barriers exists that prevent parent participation and some parents do not know "how" to participate.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 2:** Equity is lacking across all TEACHER groups, especially first year teachers and teachers in need of assistance.

**Root Cause 2:** A strong, diverse professional development model for all staff is still in the development phase.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 4:** Not all student groups met projected growth in M.A.P. testing.

**Root Cause 4:** McDonald continues to navigate best practices and use with relatively new curricula. Intervention was not consistent and equitable.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 7:** Teachers are spread very thin, and have difficulty keeping up the pace of the rigorous lesson cycle and tight assessment windows along with the growing needs of their students.

**Root Cause 7:** Changing state assessments and requirements set forth by HB4545.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 10:** Teacher support is not 100% personalized and equitable.

**Root Cause 10:** While teachers are offered many professional development opportunities, not all teachers are offered professional development that is tailored to their personal goals.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 5:** Special Programs were not equitable.

**Root Cause 5:** Students in special programs did not have equitable access to certified staff and curriculum materials.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 8:** The school's mission and vision are not widely understood.

**Root Cause 8:** Stakeholders lose focus on the mission and vision in the everyday minutia of school.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 11:** Communication is not equally useful to all stakeholders.

**Root Cause 11:** Communication is not always varied and/or timely.

**Problem Statement 11 Areas:** Perceptions



# 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
- 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

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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 rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee 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
- T-TESS data
- T-PESS data

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

# Goals

**Goal 1:** McDonald Elementary students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

**Performance Objective 1:** McDonald Elementary will improve Meets performance in all subjects on STAAR from 42% to 47% (All Students, All Tests) AND improve the percentage of the All Students population reaching the Meets level on STAAR/EOC in each tested area by 5% by Spring 2023. Current percentages and goals are as follows:

ELAR will increase from 46% to 51%.

Math will increase from 41% to 46%.

Science will increase from 33% to 38%.

**Evaluation Data Sources:** STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional support to teachers through technology solutions. <b>Strategy's Expected Result/Impact:</b> Increased practice and efficacy. <b>Staff Responsible for Monitoring:</b> Principal, Director of Teaching and Learning.  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 <b>Funding Sources:</b> - 211 - Title I, Part A - \$21,363.32	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide a well-sequenced Elementary Math Curriculum. <b>Strategy's Expected Result/Impact:</b> Continued Growth in Math. <b>Staff Responsible for Monitoring:</b> Principal, Director of Teaching and Learning	Formative			Summative
	Nov	Feb	Apr	June

**TEA Priorities:**

Build a foundation of reading and math

-

**Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 2**Funding Sources:** - 211 - Title I, Part A - \$15,736.45

No Progress



Accomplished



Continue/Modify



Discontinue





**Performance Objective 1 Problem Statements:****Demographics****Problem Statement 1:** Equity is lacking across all STUDENT groups. **Root Cause:** Current special programs do not address the needs of our student groups.**Problem Statement 2:** Equity is lacking across all TEACHER groups, especially first year teachers and teachers in need of assistance. **Root Cause:** A strong, diverse professional development model for all staff is still in the development phase.**Student Learning****Problem Statement 1:** Intervention is not consistent and equitable. **Root Cause:** Equitable intervention programs were not available to all student groups, further intervention training is needed, and expectations were not always clear.**Problem Statement 2:** Not all student groups met projected growth in M.A.P. testing. **Root Cause:** McDonald continues to navigate best practices and use with relatively new curricula. Intervention was not consistent and equitable.**Problem Statement 3:** Special Programs were not equitable. **Root Cause:** Students in special programs did not have equitable access to certified staff and curriculum materials.**School Processes & Programs****Problem Statement 1:** Equity is lacking in programs, instructional tools, and instructional strategies. **Root Cause:** When new problems arise, focus is shifted to that problem and sight of the big picture is lost.**Problem Statement 2:** Teachers are spread very thin, and have difficulty keeping up the pace of the rigorous lesson cycle and tight assessment windows along with the growing needs of their students. **Root Cause:** Changing state assessments and requirements set forth by HB4545.

**Goal 1:** McDonald Elementary students will be empowered to achieve academic growth and success through strategically designed curriculum and dynamic instruction that are purposefully planned to lay a foundation of literacy and numeracy.

**Performance Objective 2:** By Spring of 2023, McDonald Elementary will improve Meets performance in our Special Education and English Learner populations in both Reading and Math on STAAR by 5 points.

**Evaluation Data Sources:** NWEA MAP scores for students receiving Special Education services and for English Learners.  
STAAR Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide additional support to teachers through technology solutions. <b>Strategy's Expected Result/Impact:</b> Increased practice and efficacy. <b>Staff Responsible for Monitoring:</b> Principal, Director of Teaching and Learning.  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 <b>Funding Sources:</b> - 211 - Title I, Part A - \$21,363.32	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Employ Dual Language Facilitator/Coach <b>Strategy's Expected Result/Impact:</b> Professional Development of Dual Language Teachers <b>Staff Responsible for Monitoring:</b> Principal, Director of Teaching and Learning  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1, 3 - Perceptions 2 <b>Funding Sources:</b> Dual Language Facilitator - 211 - Title I, Part A - \$33,569.32	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Employ paraprofessional to assist in High-Need areas. <b>Strategy's Expected Result/Impact:</b> Increased efficacy of students in high-need areas. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> Demographics 1, 2 - School Processes & Programs 1 <b>Funding Sources:</b> - 211 - Title I, Part A - \$63,427.92		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Equity is lacking across all STUDENT groups. <b>Root Cause:</b> Current special programs do not address the needs of our student groups. <b>Problem Statement 2:</b> Equity is lacking across all TEACHER groups, especially first year teachers and teachers in need of assistance. <b>Root Cause:</b> A strong, diverse professional development model for all staff is still in the development phase.
Student Learning
<b>Problem Statement 1:</b> Intervention is not consistent and equitable. <b>Root Cause:</b> Equitable intervention programs were not available to all student groups, further intervention training is needed, and expectations were not always clear. <b>Problem Statement 2:</b> Not all student groups met projected growth in M.A.P. testing. <b>Root Cause:</b> McDonald continues to navigate best practices and use with relatively new curricula. Intervention was not consistent and equitable. <b>Problem Statement 3:</b> Special Programs were not equitable. <b>Root Cause:</b> Students in special programs did not have equitable access to certified staff and curriculum materials.
School Processes & Programs
<b>Problem Statement 1:</b> Equity is lacking in programs, instructional tools, and instructional strategies. <b>Root Cause:</b> When new problems arise, focus is shifted to that problem and sight of the big picture is lost. <b>Problem Statement 2:</b> Teachers are spread very thin, and have difficulty keeping up the pace of the rigorous lesson cycle and tight assessment windows along with the growing needs of their students. <b>Root Cause:</b> Changing state assessments and requirements set forth by HB4545.
Perceptions
<b>Problem Statement 2:</b> Teacher support is not 100% personalized and equitable. <b>Root Cause:</b> While teachers are offered many professional development opportunities, not all teachers are offered professional development that is tailored to their personal goals.

**Goal 2:** McDonald Elementary will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

**Performance Objective 1:** The teacher turnover rate for McDonald Elementary will be less than or equal to the teacher turnover rate for the state, as reported on the most recent TAPR report.

**Evaluation Data Sources:** TAPR report data for the state  
Ferris ISD HR records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Regular surveys through Google Forms. This strategy does not need additional funding. <b>Strategy's Expected Result/Impact:</b> Increased awareness of campus culture, decreased turnover. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2, 3 - Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> Teachers are spread very thin, and have difficulty keeping up the pace of the rigorous lesson cycle and tight assessment windows along with the growing needs of their students. <b>Root Cause:</b> Changing state assessments and requirements set forth by HB4545. <b>Problem Statement 3:</b> The school's mission and vision are not widely understood. <b>Root Cause:</b> Stakeholders lose focus on the mission and vision in the everyday minutia of school.
Perceptions
<b>Problem Statement 2:</b> Teacher support is not 100% personalized and equitable. <b>Root Cause:</b> While teachers are offered many professional development opportunities, not all teachers are offered professional development that is tailored to their personal goals. <b>Problem Statement 3:</b> Communication is not equally useful to all stakeholders. <b>Root Cause:</b> Communication is not always varied and/or timely.

**Goal 2:** McDonald Elementary will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

**Performance Objective 2:** 100% of McDonald Elementary teachers will be provided targeted, high-quality professional development opportunities that will increase their confidence and efficacy in the classroom.

**Evaluation Data Sources:** FISD PD records  
Staff survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Employ Dual Language Facilitator/Coach <b>Strategy's Expected Result/Impact:</b> Professional Development of Dual Language Teachers <b>Staff Responsible for Monitoring:</b> Principal, Director of Teaching and Learning  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Dual Language Facilitator - 211 - Title I, Part A - \$33,569.32	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Targeted professional development will be provided through joining with the Curriculum Department to bring a guest speaker and providing travel opportunities for outside conference. <b>Strategy's Expected Result/Impact:</b> Increased Teacher Efficacy <b>Staff Responsible for Monitoring:</b> Principal, Director of Teaching and Learning.  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 2 Problem Statements:







<b>Perceptions</b>
<b>Problem Statement 2:</b> Teacher support is not 100% personalized and equitable. <b>Root Cause:</b> While teachers are offered many professional development opportunities, not all teachers are offered professional development that is tailored to their personal goals.

**Goal 2:** McDonald Elementary will actively recruit, develop, and retain highly-effective, dynamic teaching staff and will provide ongoing relevant professional development, resources, and support to ensure high-quality, effective instruction and academic rigor persist in a variety of innovative and flexible learning environments.

**Performance Objective 3:** 90% or more of McDonald Elementary teaching staff will indicate they are Satisfied or Very Satisfied with their employment in FUSD, as reflected in staff job satisfaction surveys in Fall 2022 and Spring 2023.

**Evaluation Data Sources:** Staff survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Regular surveys through Google Forms. This strategy does not need additional funding. <b>Strategy's Expected Result/Impact:</b> Increased awareness of campus culture, decreased turnover. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 3 Problem Statements:





Perceptions
<b>Problem Statement 2:</b> Teacher support is not 100% personalized and equitable. <b>Root Cause:</b> While teachers are offered many professional development opportunities, not all teachers are offered professional development that is tailored to their personal goals.
<b>Problem Statement 3:</b> Communication is not equally useful to all stakeholders. <b>Root Cause:</b> Communication is not always varied and/or timely.

**Goal 3:** McDonald Elementary will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

**Performance Objective 1:** 100% of students in crisis for social, emotional, or psychological reasons will receive support and guidance.

**Evaluation Data Sources:** PASS assessment data, counselor records

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Deploy surveys through the counseling department and promote the use of T-CHATT when necessary. The strategy will not require additional funding. <b>Strategy's Expected Result/Impact:</b> All students will receive appropriate guidance.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Equity is lacking across all STUDENT groups. <b>Root Cause:</b> Current special programs do not address the needs of our student groups.
Student Learning
<b>Problem Statement 3:</b> Special Programs were not equitable. <b>Root Cause:</b> Students in special programs did not have equitable access to certified staff and curriculum materials.
School Processes & Programs
<b>Problem Statement 1:</b> Equity is lacking in programs, instructional tools, and instructional strategies. <b>Root Cause:</b> When new problems arise, focus is shifted to that problem and sight of the big picture is lost.

**Goal 3:** McDonald Elementary will provide safe and secure working, teaching, and learning environments that emphasize proactive accountability and will foster a positive physical, social, and emotional culture that extends into the greater community.

**Performance Objective 2:** McDonald Elementary will continue to foster a culture of parent and community engagement that includes a variety of activities in which parents and community members can engage both in person or virtually as appropriate and safe.

**Evaluation Data Sources:** Parent and family engagement event attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Partner with Strong Fathers, Strong Families for Parent Engagement activities <b>Strategy's Expected Result/Impact:</b> Increase parent engagement in the educational process. <b>Staff Responsible for Monitoring:</b> Principal, Director of Federal Programs  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 3 <b>Funding Sources:</b> - 211 - Title I, Part A - \$3,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host a variety of engagement events, such as Family Fiesta, Winter Wonderland, and Dia del Nino. The strategy will not require additional funding. <b>Strategy's Expected Result/Impact:</b> Increased family engagement. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





### Performance Objective 2 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Parent involvement in improvement of student achievement and performance is lacking. <b>Root Cause:</b> Many barriers exists that prevent parent participation and some parents do not know "how" to participate.
<b>Problem Statement 3:</b> Communication is not equally useful to all stakeholders. <b>Root Cause:</b> Communication is not always varied and/or timely.

**Goal 4:** McDonald Elementary will build and strengthen positive relationships through transparent communication and engagement processes with all stakeholders.

**Performance Objective 1:** McDonald Elementary will engage in weekly communication with parents and community members.

**Evaluation Data Sources:** Social media records  
Principal communication records  
SMORE analytics

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Send weekly newsletters created by Smore through the districts remind platform. This strategy does not require additional funding. <b>Strategy's Expected Result/Impact:</b> Increased parent communication and engagement. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1, 3	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> Parent involvement in improvement of student achievement and performance is lacking. <b>Root Cause:</b> Many barriers exists that prevent parent participation and some parents do not know "how" to participate.
<b>Problem Statement 3:</b> Communication is not equally useful to all stakeholders. <b>Root Cause:</b> Communication is not always varied and/or timely.

# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$21,363.32
1	1	2			\$15,736.45
1	2	1			\$21,363.32
1	2	2	Dual Language Facilitator		\$33,569.32
1	2	3			\$63,427.92
2	2	1	Dual Language Facilitator		\$33,569.32
2	2	2			\$3,000.00
3	2	1			\$3,000.00
Sub-Total					\$195,029.65