Lamar Consolidated Independent School District

McNeill Elementary

2023-2024 Campus Improvement Plan

Mission Statement

To inspire, educate, and enrich each individual, each day, using every opportunity no matter what it takes!

Vision

McNeill Elementary prepares students to become individuals who:

Show respect for all,

Demonstrate integrity in everything they do,

Possess the courage to go above and beyond,

Have ambition for a bright future,

And the ability to build friendships within a diverse community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics

Gender

Male - 50.67%

Female - 49.33%

Ethnicity

Hispanic-Latino - 24.48%

Race

American Indian - Alaskan Native - 0.12%

Asian - 21.19%

African American/Black - 32.16%

Native Hawaiian or Pacific Islander - 0.12%

White - 18.03%

2 or more - 3.90%

Emergent Bilingual - 43.97%

Dyslexia - 1.46%

Gifted & Talented - 8.16%

Economically Disadvantaged - 46.77%

Special Education - 10.60%

McNeill had a total of 12 suspensions in 2022-23 which is a decrease of 2 suspensions.

Student Achievement

2023 Overall 5th Reading STAAR 93% , Overall 5th Math STAAR 89% Overall 5th Science STAAR 74%
2023 Overall 4th Reading Reading STAAR 97%, Overall 4th Math STAAR 86%,
2023 Overall 3rd Reading STAAR 89%, Overall 3rd Math STAAR 87%

Family and Community Involvement

McNeill has a need to form a community partnership to extend opportunities for students beyond the classroom.
McNeill has a very dedicated PTO that raises and contributes funds to support the educational goals, facility needs, social emotional well-being, and physical needs of the students.
McNeill parents are very involved and volunteer at the school to provide teachers and staff with support.

Curriculum, Instruction, and Assessment

McNeill uses grade level common assessments school-wide to help teachers differentiate and meet students' needs on objectives.
McNeill uses unwrapped TEKS, Lead4ward Field Guides, and District Roadmaps for planning to ensure teacher lessons are aligned with the level of rigor on the TEKS.
McNeill uses MTSS K-5 to focus on students' strengths, weaknesses, and to design instruction around these areas.
McNeill implements sheltered-instruction strategies to address the needs of the EB and Immigrant student populations.

Staff Quality, Recruitment, and Retention

Currently all McNeill teaching staff is Highly Qualified.
McNeill strives to recruit the most qualified person for any position and retains them through coaching and staff development.

School Culture and Climate

McNeill staff has decided to implement the McNeill Essentials based off Ron Clark's Essential 55 to help create a unified campus culture through the consistent implementation of agreed upon campus norms and expectations. McNeill has also adapted the Ron Clark House System to build community amongst, staff, students, and parents.
McNeill is a No Place for Hate Campus.

McNeill staff has decided to implement the McNeill Essentials based off Ron Clark's Essential 55 to help create a unified campus culture through the consistent implementation of agreed upon campus norms and expectations. McNeill has also adapted the Ron Clark House System to build community amongst, staff, students, and parents.
McNeill has a Girls Above Society and Men in the Making Mentoring programs to address the social emotional needs of tthe 5th grada girls and boys.
McNeill students receive Character Counts as the Social Emotional Learning Curriculum.

School Organization

As a campus we are utilizing every part of the instructional day to increase student achievement by planning instruction that utilizes highly effective strategies and through extending the school day to include morning and after school tutorials.
We have built in the schedule time during the day for teachers to implement interventions.
Students have the opportunity to participate in extracurricular activities including: National Elementary Honor Society, Library Helpers, Media Team, Safety Patrol, House Leaders, Choir, Rhythm Club, Cheer, Intramural Club, Lego Club and Cinematography Club.

Technology

Students in grades 2-5 have the basic knowledge on how to use the internet and databases for research.
Students have access to at least 3 iPads per classroom. Teachers who have participated in Interact have more devices available to them.
There are at least 2 computers in each classroom. The school has 10 laptop carts with approximately 25 computers in each cart as well a computer lab with 25 desktop computers for students to access in order to utilize technology in the classroom. Additional laptops were provided by the district to help with distance learning needs of families. There is need for students to have access to more devices to prepare for the demands of all online testing for STAAR and TELPAS. Students use Canvas as a learning management platform to access content.

Teaching and Learning

Identified Problems	Proposed Strategies

Student Achievement

Early Childhood Literacy Campus Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 74% to 87% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	77%	81%	84%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL
2020	78%	68%	77%	**	74%	**	69%	31%	71%	**	67%
2021	81%	71%	80%	**	77%	**	72%	34%	74%	**	70%
2022	85%	75%	84%	**	81%	**	76%	38%	78%	**	74%
2023	88%	78%	87%	**	84%	**	79%	41%	81%	**	77%
2024	91%	81%	90%	**	87%	**	82%	44%	84%	**	80%

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 74% to 87% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	77%	81%	84%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL
2020	73%	74%	74%	**	74%	**	77%	46%	61%	**	71%
2021	76%	77%	77%	**	77%	**	80%	49%	64%	**	74%
2022	80%	81%	81%	**	81%	**	84%	53%	68%	**	78%
2023	83%	84%	84%	**	84%	**	87%	56%	71%	**	81%
2024	86%	87%	87%	**	87%	**	90%	59%	74%	**	84%

Identified Problems	Proposed Strategies

K-2 Reading: 70% met or exceeded the End of the Year GRA expectations. This is a negative 2% difference from last year of 72% student meeting or exceeding expected reading levels.	**Train all K-2nd Reading Teachers and administrators on the Next Steps Forward in Guided Reading model to ensure a consistent method of teaching guided reading is being used vertically. Ensure that all K-2 teachers have the necessary resources to implement the program from day one.**
	Provide Dyslexia Intervention for students who qualify through SPED.
	All Pre-K -3rd grade teachers will complete the Science of Reading Academies by the end of the 2022-23 school year.
	Increase student access to authentic literature in the library and the classroom libraries.
	Utilize Countdown (K) and Phonics Blast (1-2) prescriptive phonics-based program for all kindergarten through 2nd grade students. Ensure that this is the foundational priority for the ELAR Block.

	Provide intervention for K-2nd grade students who are reading below level or who demonstrated deficiencies through Merlin Time and additional support with the Reading Interventionist.
3rd-5th Grade students increased 8% (Approach) 13% (Meets) and 15% (Masters). However, 3rd grade has not met the Early Childhood Outcome Goal set by TEA for the past two years for Meets Expectations 2021 missed by 9% and 2022 missed by 5%).	Provide intervention before school, during school, and after school for students who demonstrate deficiencies or disengagement due to virtual learning, who are identified At-Risk, HB4545 or underperforming throughout the year to increase student achievement and meet the TEA Early Childhood Literacy Outcomes.
	The Literacy Coach will provide staff development sessions to facilitate the improvement of teacher's Tier I instruction. Topics include but not limited to Guided Reading Assessment, TX-KEA, TPRI, differentiated instruction, small group, effective guided reading instruction, running records, instructional centers, and balanced literacy.

3rd-5th Grade students overall did not meet the 90-60-30 for STAAR Math. McNeill missed the 90% approaches by 6%. McNeill Missed the Early Childhood Meets Expectations PErformance Outcome for 3rd grade in 2022. THe expected level was 81% of 3rd grade students would Meet STAAR Expectations. McNeill achieved 57% Meetins for 3rd Grade. THis is a -24% discrepancy.	**Train teachers on Number Talks and number fluency to increase student mental math.**
	Ensure that all K-3rd grade teachers are following the district guided math protocol as they learned from the Guided Math Cadre.
	Purchase manipulatives for students to use to build their concrete math skills.
	All Pre-K -3rd grade teachers will complete the Science of Reading Academies by the end of 2023.
	Ensure teachers are using the Concrete, Pictorial, Abstract model to build student understanding on math concepts.
	Provide intervention for students who do not demonstrate understanding of the prerequisite math skills assessed on the screener at the beginning of the year through MAP , who are identified as a student who needs HB4545 Tutorials and who are At-Risk of not meeting STAAR criteria.
	Utilize Dreambox Learning consistently K-5 to help build students' conceptual understanding of mathematical content.
	Purchase First in Math online math tool as a a supplement to math instruction to help students build numerical fluency K-5.
	Train teachers to use language acquisition strategies to help students acquire academic language of the discipline.

5th Grade science students did not meet the 90-60-30 benchmark for STAAR. Students were 81% Approaches, 54% Meets, and 31% Masters.	Provide intervention before school, during school, and after school for students who demonstrate deficiencies or disengagement in science due to virtual learning, who are identified At-Risk or underperforming throughout the year to increase student achievement.
	Sheltered strategies will be used to teach science academic vocabulary and materials will be purchased to address these needs.
	Teachers of At-Risk and Economically Disadvantaged, and SPED students will receive training on differentiating science instruction through a variety of strategies and materials.
	Provide field experiences to students to expose them to real-world application of science concepts.

At-Risk Student Services / Drop-Out Prevention

Students identified At-Risk, Economically Disadvantaged, LEP, and SPED have gaps in performance on STAAR compared to all students across content areas.	Provide training on frontloading vocabulary, ESL sheltered strategies, Unwrapping the TEKS, and increasing student engagement.
	Provide teachers training on differentiation strategies for diverse student groups (LEP, SPED, and Immigrant student)
	Provide training for teachers using sheltered instruction strategies.
	Provide MTSS tutorials for students who demonstrated deficiencies or disengagement due to virtual learning, identified At-Risk or underperforming throughout the year to increase student achievement.
	Utilize a collaborative planning structure (PLC) to ensure equitable learning opportunities for all students.
	Provide resources for teachers to differentiate instruction to meet the needs of their student groups.
	Provide technology for students to ensure equitable access to resources that support scaffolding their learning to close discrepancy.

School Culture, Climate, and Leadership Effectiveness

Identified Problems	Proposed Strategies
The K12 Survey indicates that staff, students, and parents feel that children are not free from being bullied at school.	**Increase bully awareness activities through the Character Counts, No Place for Hate,**
	Use the House Points System as a vehicle to build a positive community and campus culture.
There is a need to provide students/staff with mental health and socio- emotional support to decrease stress anxiety.	Provide Socio-Emotional support using MTSS to students based on tier-level needs including but not limited to Memorial Herman. Refer staff to the EAP as needed.
	Provide opportunities for staff to participate in regular wellness activities.
	Survey the staff to see how they can better be supported to ensure teacher/staff retention.
Recruit teachers and staff members that reflect the cultural identity of the diverse student population at McNeill.	Attend recruiting events across the region to broaden the candidate pool.
Regular consistent time for highly effective collaborative teams.	Train key staff to help establish effective PLC processes. Chunk the process to ensure effective implementation and sustainability.

Teacher Quality and Retention

Identified Problems	Proposed Strategies
With the largest ELL population in the district, McNeill's goal is to increase the percentage of ESL Certified teachers from 94% to 100%.	**Recruit teachers who are ESL Certified.**
	Teachers who are not certified will participate in the ESL Exam Preparation Cohort to prepare them for the examination.
	Provide embedded on-going professional development to support ESL Certified teachers.
Retain effective teachers and develop them professionally. We retained 72% of the staff from the prior year. This is a 14% decrease in retention from the year prior.	Ensure new teachers are supported by highly qualified mentors.
	Meet monthly with new to McNeill teachers and provide them with support.

With the largest ELL population in the district, McNeill's goal is to increase the percentage of ESL Certified teachers from 94% to 100%.	Recruit teachers who are ESL Certified.
	Ensure that teachers know that there are open lines of communication to voice their concerns through communication.
	Continue to hire teachers, paraprofessionals, and supplemental staff including an Academic Facilitator to assist At-Risk students achieve academic success.

Community and Student Engagement

Identified Problems	Proposed Strategies

With McNeill having students who speak 40 different languages other than English, there is a need to be able to effectively communicate and engage with parents from a multilingual community	Use the Parent Engagement facilitators and Project Learn to provide training to parents of our EBs.
There is a need to increase partnerships with local businesses/ community organizations to help fund or provide access to educational opportunities for students.	Seek partnerships through social media and/or business owners in the community to sponsor educational opportunity extension activities build student background knowledge and enhance the student educational experiences. Utilize fundraising opportunities through the PTO to expand student educational opportunities.
There is a need to increase opportunities for families to engage with staff and the community to improve student outcomes.	Provide at least one family engagement activity per semester (Math/Science, Literacy, Healthy Living, and Cultural Diversity).

Priority Problem Statements

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Overall each grade level, Pre-Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2023-2024 school year as measured by STAAR ELAR (3rd-5th) , GRA (K-2nd) and Circle (Pre-K).

Performance Objective 1: Improve Tier 1 Instruction in all ELAR classrooms.

    Summative Evaluation: Significant progress made toward meeting Objective
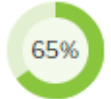
Strategy 1 Details	Formative Reviews		
Strategy 1: The Instructional Coach will provide staff development sessions to facilitate the improvement of all students' Tier I instruction in all sub-populations by using balanced literacy and guided reading with fidelity. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Formative - Running Records, Walkthrough/Observations, Lesson Plans, Student Artifacts Summative- GRA/TX-KEA End of Year Reports will demonstrate students meeting grade level expectations. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Funding Sources:** Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $149,021.94	65%	70%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Vertical teams will be implemented to align campus reading comprehension strategies across grade levels including writing strategies to compose both extended constructed responses (ECR) and short constructed responses (SCR).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach	50%	55%	

Strategy 3 Details	Formative Reviews		
Strategy 3: Data protocols will be implemented to monitor instruction in order to improve student progress.	Formative		
Strategy's Expected Result/Impact: Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments	Nov	Feb	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	50%	55%	

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

Goal 1: Overall each grade level, Pre-Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2023-2024 school year as measured by STAAR ELAR (3rd-5th) , GRA (K-2nd) and Circle (Pre-K).

Performance Objective 2: Provide intervention during and after school for students who demonstrate deficits, disengagement , and/or are identified At-Risk throughout the year to increase student achievement.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Tutoring will be provided to students in grades 3-5 who are identified At-Risk of failing the STAAR exam. Appropriate instructional resources will be provided to meet expectations and improve learning.
    Strategy's Expected Result/Impact: Formative - Lesson Plans, Student Artifacts
Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, and Academic Facilitator, Tutor
 	
    Funding Sources: Tutoring Salary - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $8,000, Tutoring Materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $4,000
	Formative		

	Nov	Feb	June
	75%	75%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Enhance academic language supports for Emergent Bilingual (EB) students. Professional development and instructional resources will be provided to meet expectations and improve learning.
    Strategy's Expected Result/Impact: Formative - Student Artifacts, PLC
Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	Feb	June
	65%	65%	

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

Goal 1: Overall each grade level, Pre-Kindergarten through 5th grade, will increase Meets Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2023-2024 school year as measured by STAAR ELAR (3rd-5th) , GRA (K-2nd) and Circle (Pre-K).

Performance Objective 3: Analyze student data to make informed instructional decisions.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Item analysis will be completed after campus and district assessments using data from Eduphoria Aware and MAP during PLCs to determine areas requiring instructional shifts and students who will require additional support.
    Strategy's Expected Result/Impact: Formative - Eduphoria, MAP
 Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers
	Formative		

	Nov	**Feb**	**June**
	55%	60%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Data protocols will be implemented to monitor instruction in order to improve student progress.
    Strategy's Expected Result/Impact: Formative - Student Artifacts, PLC
 Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	50%	55%	

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

Goal 2: Overall each grade level 1st-5th grade will increase Meets Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2023-2024 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

Performance Objective 1: Improve Tier 1 Instruction in all math classrooms.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: The Instructional Coach will provide staff development sessions to facilitate the improvement of all students' Tier I instruction in all sub-populations by using guided math and district resources with fidelity. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.
 	
    Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Funding Sources: Math materials - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,005
	Formative		

	Nov	**Feb**	**June**
	60%	65%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Vertical teams will be implemented to align high-yielding instructional strategies that impact Tier I instruction for student learning by discussing and defining grade-level Learning Intentions and Success Criteria across all grade levels.
    Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	55%	60%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Data protocols will be implemented to monitor instruction in order to improve student progress.
    Strategy's Expected Result/Impact: Formative - Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	55%	60%	

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

Goal 2: Overall each grade level 1st-5th grade will increase Meets Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2023-2024 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

Performance Objective 2: Provide intervention during and after school for students who demonstrate deficits, disengagement , and/or are identified At-Risk throughout the year to increase student achievement.

> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Enhance academic language supports for Emergent Bilingual (EB) students. Professional development and instructional resources will be provided to meet expectations and improve learning.
  Strategy's Expected Result/Impact: Formative - Student Artifacts, PLC
Summative - Campus, District, and State level assessments
  Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
 	
  Funding Sources: Professional Development and Instructional Resources - 263 Title III, LEP - $4,000, Professional Development and Instructional Resources - 199 PIC 25 State Bilingual/ESL - $9,964
	Formative		

	Nov	Feb	June
	50%	60%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Tutoring will be provided to students in grades 3-5 who are identified At-Risk of failing the STAAR exam. Appropriate instructional resources will be provided to meet expectations and improve learning.
  Strategy's Expected Result/Impact: Formative - Student Artifacts
Summative - Campus, District, and State level assessments
  Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
 	
  Funding Sources: Tutor Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $2,000
	Formative		

	Nov	Feb	June
	55%	60%	

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

Goal 2: Overall each grade level 1st-5th grade will increase Meets Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2023-2024 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

Performance Objective 3: Analyze student data to make informed instructional decisions.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Item analysis will be completed after campus and district assessments using data from Eduphoria Aware and MAP during PLCs to determine areas requiring instructional shifts and students who will require additional support.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Formative - Eduphoria, MAP Summative - Campus, District, and State level assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers	55%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Data protocols will be implemented to monitor instruction in order to improve student progress.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach	60%	65%	

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

Goal 3: Grade 5 Science will increase Meets Grade Level Expectations Standards by 10% in the 2023-2024 school year as measured by STAAR Science assessment.

Performance Objective 1: Improve Tier 1 Instruction in all science classrooms.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Sheltered strategies will be used to teach science academic vocabulary and skills. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.
    Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	55%	60%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Teachers will increase the number of investigations for students to provide real-world applications with their learning.
    Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	50%	55%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Vertical teams will be implemented to align science writing strategies to compose effective Claim Evidence Reasoning (CER) responses.
    Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	50%	55%	

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

Goal 3: Grade 5 Science will increase Meets Grade Level Expectations Standards by 10% in the 2023-2024 school year as measured by STAAR Science assessment.

Performance Objective 2: Provide intervention during and after school for students who demonstrate deficits, disengagement , and/or are identified At-Risk throughout the year to increase student achievement.

> **Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Tutoring will be provided to students in grades 3-5 who are identified At-Risk of failing the STAAR exam. Appropriate instructional resources will be provided to meet expectations and improve learning.	**Formative**		
	Nov	Feb	June
Strategy's Expected Result/Impact: Formative - Student Artifacts Summative - Campus, District, and State level assessments **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach **Funding Sources:** Tutor Pay - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - $1,000	60%	65%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the student review modules from s3strategies in preparation for Science STAAR assessment.	**Formative**		
Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments	Nov	Feb	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach	55%	60%	

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

Goal 3: Grade 5 Science will increase Meets Grade Level Expectations Standards by 10% in the 2023-2024 school year as measured by STAAR Science assessment.

Performance Objective 3: Analyze student data to make informed instructional decisions.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Item analysis will be completed after campus and district assessments using data from Eduphoria Aware and MAP during PLCs to determine areas requiring instructional shifts and students who will require additional support.
    Strategy's Expected Result/Impact: Formative - Eduphoria, MAP
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers
	Formative		

	Nov	Feb	June
	50%	55%	

Strategy 2 Details	Formative Reviews		

Strategy 2: Data protocols will be implemented to monitor instruction in order to improve student progress.
    Strategy's Expected Result/Impact: Formative - Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	Feb	June
	50%	60%	

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

Goal 4: McNeill Elementary will attract, recruit, and engage staff, parents, guardians, and community organizations to maximize resources to enrich student learning.

Performance Objective 1: Provide opportunities for students to have a well-rounded education.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have the opportunity to participate and be recognized for their participation in extra-curricular activities. These activities may include but are not limited to: Choir, Library Helpers, Media Team, National Elementary Honor Society, Cinematography Club, Science Olympiad , and UIL.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Formative: Attendance sheets
    Summative: End of Year Awards
    Staff Responsible for Monitoring: Instructional Coach, Emergent Bilingual Coach, Teachers, Librarians, Counselors
	80%	80%	

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to implement the House System to provide opportunities for team building, collaboration and problem-solving.	**Formative**		
Strategy's Expected Result/Impact: Positive student interactions resulting in a decrease in student discipline referrals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers, Counselors, Librarian	80%	80%	

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

Goal 4: McNeill Elementary will attract, recruit, and engage staff, parents, guardians, and community organizations to maximize resources to enrich student learning.

Performance Objective 2: Develop community and parent partnerships that enrich the educational outcomes for students.
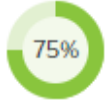
    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Host a career day to spotlight various career opportunities for students.	**Formative**		
Strategy's Expected Result/Impact: Increased awareness of post-graduation career opportunities	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors	25%	35%	
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide a minimum of two (2) family engagement activities per semester.	**Formative**		
Strategy's Expected Result/Impact: Sign -in sheets	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Instructional Coach, Emergent Bilingual Coach, Teachers, Librarians, Counselors	65%	85%	100%

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

Goal 5: Emergent Bilingual students in grades K-5 will increase their Advanced High Speaking proficiency by at least 10% as measured by the 2023-2024 TELPAS assessment.

Performance Objective 1: Increased opportunities in all emergent bilingual classrooms for students to speak using academic language.

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Formative Reviews		

Strategy 1: Teachers of emergent bilingual students will receive professional development including the speaking ELPS into everyday lessons , academic vocabulary instruction, and culturally proficient teaching for multi-lingual learners by the ALP Department.
 	
    Strategy's Expected Result/Impact: Formative - PLC, Lesson Plans, Walkthroughs/Observations
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	70%	75%	

Strategy 2 Details	Formative Reviews		

Strategy 2: All emergent bilingual students will receive an online Summit K-12 account to focus on speaking and academic vocabulary building.
 	
    Strategy's Expected Result/Impact: Increased student performance on TELPAS.
    Staff Responsible for Monitoring: Principal, Assistant Principal, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	60%	70%	

Strategy 3 Details	Formative Reviews		

Strategy 3: Vertical teams will be implemented to align instructional strategies according to student proficiency levels to improve emergent bilingual student writing.
 	
    Strategy's Expected Result/Impact: Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC
    Summative - Campus, District, and State level assessments
    Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach
	Formative		

	Nov	**Feb**	**June**
	65%	70%	

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

State Compensatory

Budget for McNeill Elementary

Total SCE Funds: $47,654.46
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel, Reading/Math Materials, Tutor Pay (Teachers), Tutor (staff)

Personnel for McNeill Elementary

Name	Position	FTE
Dawnyel Gaines	Pre-Kindergarten Aide	1
Fariha Shere	Pre-Kindergarten Aide	1
Robyn Talley	Pre-Kindergarten Teacher	1

Title I Personnel

Name	Position	Program	FTE
Mario Temporal	Academic Facitlitator	Title I	1.0

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-K Personnel		$149,021.94
1	2	1	Tutoring Salary		$8,000.00
1	2	1	Tutoring Materials		$4,000.00
2	1	1	Math materials		$1,005.00
2	2	2	Tutor Pay		$2,000.00
3	2	1	Tutor Pay		$1,000.00
				Sub-Total	$165,026.94
				Budgeted Fund Source Amount	$165,026.94
				+/- Difference	$0.00

199 PIC 30 State SCE Title I-A, Schoolwide Activit

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Professional Development and Instructional Resources		$9,964.00
				Sub-Total	$9,964.00
				Budgeted Fund Source Amount	$9,964.00
				+/- Difference	$0.00

263 Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Professional Development and Instructional Resources		$4,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$4,000.00

263 Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00
				Grand Total Budgeted	$178,990.94
				Grand Total Spent	$178,990.94
				+/- Difference	$0.00