

Lamar Consolidated Independent School District

McNeill Elementary

2022-2023 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

McNeill had a total of 14 suspensions in 2022 which is an increase of 12 incidents.

54% of the staff represent diversity which is a decrease of 4%.

The ADA Rate for students is 99.5%

Teachers average 10.8 years of experience.

Student Achievement

Overall

Reading 2022				Reading 2021				Difference		
Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Approaches	Meets	Masters
395	94%	78%	56%	349	86%	65%	41%	8%	13%	15%
Math 2022				Math 2021				Difference		
Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Approaches	Meets	Masters
395	84%	60%	37%	350	79%	53%	34%	5%	7%	4%
Science 2022				Science 2021				Difference		
Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters	Approaches	Meets	Masters
124	81%	54%	31%	124	73%	39%	13%	8%	15%	18%

******Please note that the 2022 data is RAW and contains student data that will not be factored into our accountability because they enrolled after SNAPSHOT 10/29/21. Data charts will be updated after we are able to remove individual students from the data set.******

2022 Overall 5th Reading STAAR 94% , Overall 5th Math STAAR 84% Overall 5th Science STAAR 81%

2022 Overall 4th Reading Reading STAAR 94%, Overall 4th Math STAAR 86%,

2022 Overall 3rd Reading STAAR 95%, Overall 3rd Math STAAR 81%

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. PLCs convene weekly. McNeill implements sheltered-instruction strategies to address the needs of the ELL 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. 94% of teachers have passed their ESL Certification Test.

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 has a Girls Above Society and Men in the Making Mentoring programs to address the social emotional needs of the 5th grade 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, Violin 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.

Students in grades 2-5 have the basic knowledge on how to use the internet and databases for research.

There are at least 2 computers in each classroom. The school has 10 laptop carts with approximately 25 computers in each cart as well as 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 a 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

Data Tables with Subpopulations

May 2022 STAAR Grade 3 Mathematics Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
McNeill Elementary	136	1498	80.88%	56.62%	30.88%
Economic Disadvantage	58	1472	75.86%	50%	27.59%
Asian	27	1574	88.89%	74.07%	51.85%
Black/African American	47	1461	76.60%	51.06%	19.15%
Hispanic	37	1477	78.38%	48.65%	29.73%
Two or More Races	4	1599	100%	75%	50%
White	21	1501	80.95%	57.14%	28.57%
Currently Emergent Bilingual	57	1496	78.95%	56.14%	28.07%
Special Ed Indicator	13	1407	53.85%	30.77%	23.08%

May 2022 STAAR Grade 3 Reading Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
McNeill Elementary	136	1559	94.85%	76.47%	52.94%
Economic Disadvantage	58	1524	91.38%	72.41%	43.10%
Asian	27	1571	100%	77.78%	55.56%
Black/African American	47	1535	91.49%	74.47%	44.68%
Hispanic	37	1558	94.59%	78.38%	56.76%
Two or More Races	4	1675	100%	75%	75%

May 2022 STAAR Grade 3 Mathematics Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
White	21	1579	95.24%	76.19%	57.14%
Currently Emergent Bilingual	57	1551	96.49%	78.95%	52.63%
Special Ed Indicator	13	1485	76.92%	53.85%	30.77%

May 2022 STAAR Grade 4 Mathematics Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
McNeill Elementary	134	1655	85.82%	67.16%	52.24%
Economic Disadvantage	65	1625	86.15%	60%	40%
Asian	21	1742	90.48%	90.48%	71.43%
Black/African American	48	1647	85.42%	68.75%	50%
Hispanic	37	1614	86.49%	56.76%	43.24%
Two or More Races	8	1758	87.50%	62.50%	62.50%
White	20	1617	80%	60%	50%
Currently Emergent Bilingual	52	1647	86.54%	75%	57.69%
First Year of Monitoring	3	1761	100%	100%	66.67%
Second Year of Monitoring	3	1835	100%	66.67%	66.67%
Special Ed Indicator	14	1443	50%	7.14%	7.14%

May 2022 STAAR Grade 4 Reading Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
McNeill Elementary	134	1652	94.03%	78.36%	55.97%
Economic Disadvantage	65	1644	93.85%	76.92%	46.15%
Asian	21	1670	90.48%	85.71%	71.43%
Black/African American	48	1653	97.92%	75%	54.17%
Hispanic	37	1636	91.89%	81.08%	54.05%
Two or More Races	8	1663	87.50%	87.50%	62.50%
White	20	1655	95%	70%	45%
Currently Emergent Bilingual	52	1633	92.31%	78.85%	53.85%
First Year of Monitoring	3	1818	100%	100%	100%
Second Year of Monitoring	3	1742	100%	100%	66.67%
Special Ed Indicator	14	1513	71.43%	50%	28.57%

May 2022 STAAR Grade 3 Mathematics Preliminary

Total Students Scale Score Approaches Meets Masters

May 2022 STAAR Grade 5 Mathematics Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
McNeill Elementary	124	1640	83.87%	56.45%	28.23%
Economic Disadvantage	50	1616	76%	54%	28%
Asian	21	1746	95.24%	85.71%	52.38%
Black/African American	44	1640	84.09%	61.36%	27.27%
Hispanic	32	1575	75%	34.38%	12.50%
Two or More Races	8	1643	87.50%	50%	12.50%
White	19	1632	84.21%	52.63%	36.84%
Currently Emergent Bilingual	36	1617	83.33%	47.22%	25%
First Year of Monitoring	2	1699	100%	100%	0%
Second Year of Monitoring	4	1831	100%	100%	75%
Special Ed Indicator	15	1469	33.33%	0%	0%

May 2022 STAAR Grade 5 Reading Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
McNeill Elementary	124	1684	93.55%	77.42%	58.87%
Economic Disadvantage	50	1661	90%	66%	56%
Asian	21	1756	100%	85.71%	76.19%
Black/African American	44	1682	95.45%	79.55%	54.55%
Hispanic	32	1651	87.50%	65.62%	53.12%
Two or More Races	8	1676	100%	87.50%	62.50%
White	19	1663	89.47%	78.95%	57.89%
Currently Emergent Bilingual	36	1650	91.67%	69.44%	50%
First Year of Monitoring	2	1742	100%	100%	50%
Second Year of Monitoring	4	1925	100%	100%	100%
Special Ed Indicator	15	1560	80%	46.67%	26.67%

May 2022 STAAR Grade 5 Science Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
McNeill Elementary	124	4033	81.45%	54.03%	31.45%
Economic Disadvantage	50	3948	74%	54%	26%

May 2022 STAAR Grade 3 Mathematics Preliminary

	Total Students	Scale Score	Approaches	Meets	Masters
Asian	21	4402	85.71%	76.19%	61.90%
Black/African American	44	3938	79.55%	47.73%	22.73%
Hispanic	32	3969	78.12%	56.25%	28.12%
Two or More Races	8	4015	100%	50%	25%
White	19	3963	78.95%	42.11%	26.32%
Currently Emergent Bilingual	36	3920	75%	50%	22.22%
First Year of Monitoring	2	3861	100%	0%	0%
Second Year of Monitoring	4	4477	100%	100%	50%
Special Ed Indicator	15	3397	33.33%	13.33%	0%

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

Early Childhood Literacy Campus Outcome Goal

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%

Early Childhood Math Board Outcome Goal

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.

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.

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% Meets 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 asupplement to math instruction to help students build numerical fluency K-5.

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% Meets for 3rd Grade. This is a -24% discrepancy.

Train teachers on Number Talks and number fluency to increase student mental math.

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.

Only 10% of EB students scored Advanced High on the 2022 TELPAS Speaking Exam. This is the same as last year. The Problem of practice focus group, 5th grade scored 23% AH which was an increase from 2021 of 14%.

Instructional Rounds and Holdworth Problem of Practice will focus on strategies to improve the level of student academic discourse output in class in partnership with the ALP Department.

Teachers of EB students will receive professional development on culturally proficient teaching for multi-lingual learners.

At-Risk Student Services / Drop-Out Prevention

<p>Students identified At-Risk, Economically Disadvantaged, LEP, and SPED have gaps in performance on STAAR compared to all students across content areas.</p>	<p>Provide training on frontloading vocabulary, ESL sheltered strategies, Unwrapping the TEKS, and increasing student engagement.</p>
	<p>Provide teachers training on differentiation strategies for diverse student groups (LEP, SPED, and Immigrant student)</p>
	<p>Provide training for teachers using sheltered instruction strategies.</p>
	<p>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.</p>
	<p>Utilize a collaborative planning structure (PLC) to ensure equitable learning opportunities for all students.</p>

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 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 and HGI. 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.

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.
	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.
	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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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 2022-2023 school year as measured by STAAR ELAR (3rd-5th) ,GRA (K-2nd), or CLI -MCircle (PK).





Performance Objective 1: 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.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Kinder through 3rd grade teachers will complete the Science of Reading Academies over the next three years.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and training materials will provide evidence and receipt of training. Students will show growth on STAAR from improved basic reading skills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			





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 2022-2023 school year as measured by STAAR ELAR (3rd-5th), GRA (K-2nd), or CLI -M-Circle (PK).

Performance Objective 2: Improve Tier 1 Instruction in all ELAR classrooms.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional Coach will provide staff development sessions to facilitate the improvement of all students' tier I instruction including, but not limited to Economically Disadvantaged, At-Risk, Limited English Proficient, and Special Education students. Topics include but not limited to Guided Reading Assessment, TX-KEA, differentiated instruction, small group, effective guided reading instruction, running records, instructional centers, and balanced literacy. Appropriate instructional resources will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Formative - Teachers will bring work samples of students utilizing the instructional strategies to share at the Vertical Team Meeting. Sign-in sheets and training materials will provide evidence of and receipt of training. Summative- GRA/TPRI End of Year Reports will demonstrate students meeting grade level expectations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Funding Sources: Literacy Coach - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$18,737.50, Pre-Kindergarten Staff - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$259,836.90</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Decrease SPED failure rate from 13% to 8% through monitoring IEPs and accommodation implementation and ensuring student deficits are being addressed during resource and inclusion time.</p> <p>Strategy's Expected Result/Impact: IEP Progress Reports will demonstrate students making adequate progress towards mastery, report cards will demonstrate student proficiency, and STAAR will demonstrate student growth towards meeting standard.</p> <p>Staff Responsible for Monitoring: SPED Teachers, Principals, Assistant Principals</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Implement with fidelity the balanced literacy framework to structure instructional time.</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2022-2023 school year as measured by STAAR ELAR (3rd-5th), GRA (K-2nd), or CLI -MCircle (PK).





Performance Objective 3: Provide intervention before school, during school, and after school for students who demonstrate deficiencies or disengagement due to COVID-19 virtual learning, who are identified At-Risk or underperforming throughout the year to increase student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring will be provided to students who cannot demonstrate mastery of the standards and are identified At-Risk of failing the STAAR exam using MTSS system.</p> <p>Strategy's Expected Result/Impact: Formative - Student performance data on campus and district assessments will show growth.</p> <p>Summative- STAAR will show evidence of growth for At-Risk students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach, and Academic Facilitator</p> <p>Title I: 2.6</p> <p>Funding Sources: Tutoring Salary - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$8,730, Tutoring Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2021-2022 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).





Performance Objective 1: 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.

HB3 Goal

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All Kinder through 3rd grade teachers will complete the Science of Reading Academies over the next three years.</p> <p>Strategy's Expected Result/Impact: Sign-in sheets and training materials will provide evidence and receipt of training. Students will show growth on STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Literacy Coach</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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 2021-2022 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

Performance Objective 2: Improve Tier 1 Instruction in all math classrooms.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional Coach will provide teachers with staff development and model lessons that incorporate effective instructional strategies/activities including but not limited to: (instructional alignment, guided math, numeracy strategies, number talks, math stations, effective questioning, and problem solving) during vertical teams and collaborative planning sessions. Appropriate instructional resources will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Formative- Lesson plans and formative assessments will evidence the implementation of strategies/activities. Summative- Students' scores on State and campus end of year assessments will evidence mastery of the curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math/Science Facilitator, and Academic Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Math/Science Faciliator - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$36,500</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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 2021-2022 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

Performance Objective 3: Provide intervention for students who demonstrate deficiencies or disengagement due to COVID-19 virtual learning, who are identified At-Risk or underperforming throughout the year to increase student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide academic language support academies for ELLs students in academic language enhancement. Appropriate instructional resources will be provided to meet expectations and improve learning for all students.</p> <p>Strategy's Expected Result/Impact: Formative-Nine Weeks Assessments will evidence growth</p> <p>Summative-TELPAS levels will reflect growth in language acquisition. STAAR will reflect growth for LEP students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, ESL Lead, and Academic Facilitator</p> <p>Funding Sources: Technology - 199 PIC 25 State Bilingual/ESL - \$1,500, Books, manipulatives, vocabulary resources - 199 PIC 25 State Bilingual/ESL - \$6,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutoring will be provided to students who cannot demonstrate mastery of the standards and are identified At-Risk of failing the STAAR exam using MTSS system.</p> <p>Strategy's Expected Result/Impact: Formative - Student performance data on campus and district assessments will show growth and a decrease in performance gaps.</p> <p>Summative- STAAR and EOY data will be used to measure overall growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math/Science Facilitator, and Academic Facilitator</p> <p>Funding Sources: Tutoring Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,705</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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 2021-2022 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

Performance Objective 4: Analyze student data to make informed instructional decisions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Item analysis will be completed after district nine weeks assessments and campus benchmarks using data from Eduphoria Aware during PLC to determine areas requiring instructional shifts and students who will require additional support.</p> <p>Strategy's Expected Result/Impact: Formative - Eduphoria data will be used to measure growth over time for each assessment.</p> <p>Summative- STAAR and End of Year data will be used to measure overall growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Facilitator, Math/Science Facilitator, and Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Overall 5th grade science increase Meets Grade Level Expectations Standards by 10% in the 2020-2021 school year as Measured by STAAR Science exam.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Sheltered strategies will be used to teach science academic vocabulary and materials will be purchased to address these needs.</p> <p>Strategy's Expected Result/Impact: Formative- Student work samples and journals will provide evidence of the students using the strategies to learn science vocabulary. Lesson plans will be evidence that teachers are providing the students the opportunity to practice the strategies. Summative- Increased TELPAS levels and STAAR scores</p> <p>Funding Sources: Sheltered instruction materials - 199 PIC 25 State Bilingual/ESL - \$2,464</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers of At-Risk and Economically Disadvantaged, and SPED students will receive training on differentiating science instruction through a variety of strategies and materials.</p> <p>Strategy's Expected Result/Impact: Formative - Lesson plans will show evidence of instructional strategies based on the needs of the students.</p> <p>Summative - Student growth will be evidenced by data from the assessments.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principal, and Academic Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Academic Facilitator - 211 Title I, Part A - \$79,315</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			





Goal 3: Overall 5th grade science increase Meets Grade Level Expectations Standards by 10% in the 2020-2021 school year as Measured by STAAR Science exam.

Performance Objective 2: Provide intervention before school, during school, and after school for students who demonstrate deficiencies or disengagement in science due to COVID-19 virtual learning, who are identified At-Risk or underperforming throughout the year to increase student achievement.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring will be provided to students who cannot demonstrate mastery of the standards and are identified At-Risk of failing the science STAAR exam using MTSS system.</p> <p>Strategy's Expected Result/Impact: Formative - Student performance data on campus and district assessments will show growth and a decrease in performance gaps.</p> <p>Summative- STAAR Data will reflect growth in student achievement.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Facilitator, and Math/Science Facilitator</p> <p>Title I: 2.6</p> <p>Funding Sources: Tutoring Materials - 199 PIX 30 State SCE Title I-A, Schoolwide Activit - \$2,013</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: Overall 5th grade science increase Meets Grade Level Expectations Standards by 10% in the 2020-2021 school year as Measured by STAAR Science exam.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Item analysis will be completed after district nine weeks assessments and campus benchmarks using data from Eduphoria Aware during PLC to determine areas requiring instructional shifts and students who will require additional support.</p> <p>Strategy's Expected Result/Impact: Formative - Eduphoria data will be used to measure growth over time for each assessment.</p> <p>Summative- STAAR and End of Year data will be used to measure overall growth.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Facilitator, Literacy Coach, and Teachers</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 4: McNeill Elementary will attract, recruit, and engage staff, parents, guardians, and community organizations to capitalize on their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well-rounded education.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will have the opportunity to participate in extra-curricular activities that provide for a well-rounded education. Activities may include but are not limited to: Orchestra, Choir, Library Helpers, Media Team, National Elementary Honor Society, Robotics Club, Cinematography Club, Science Olympiad , UIL, and Art Club.</p> <p>Strategy's Expected Result/Impact: Attendance sheets will reflect the participants in the clubs.</p> <p>Participation in extra-curricular activities motivates students to engage in school and will positively impact student achievement due to increased engagement.</p> <p>Staff Responsible for Monitoring: Teachers, Facilitators, Librarians, Counselors</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: McNeill Elementary will attract, recruit, and engage staff, parents, guardians, and community organizations to capitalize on their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well-rounded education.

Performance Objective 2: Develop community partnerships that enrich the educational outcomes for students.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Katy Richmond Area Links, Inc will partner with the school to provide anti-bullying activities, supplemental field trip experiences and resources directly related to STEAM.</p> <p>Strategy's Expected Result/Impact: Summative- Increased student performance on Science STAAR from STEAM activities and field trips.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: McNeill Elementary will attract, recruit, and engage staff, parents, guardians, and community organizations to capitalize on their strengths, resources, and talents to meet student needs and align to desired learner outcomes of a well-rounded education.





Performance Objective 3: Engage parents in opportunities that increase student outcomes.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide at least one family engagement activity per semester (Student Progress, Math/Science, Literacy, Healthy Living, and Cultural Diversity).</p> <p>Strategy's Expected Result/Impact: Sign -in sheets will indicate an increase of the number of families who are engaged in activities offered.</p> <p>Survey Results will indicate an increased sense of community and belonging for parents, students, staff, and community members.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Academic Facilitator, ESL Lead</p> <p>Title I: 4.1, 4.2</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Overall Emergent Bilingual students in grades K-5th will increase their Advanced High Speaking proficiency by at least 10% as measured by the 2022-2023 TELPAS assessment.

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

Evaluation Data Sources: Instructional Rounds and Houldsworth Problem of Practice formative data collection tools will evidence an increase in speaking opportunities for students in classrooms.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers of emergent bilingual students will receive professional development including but not limited to incorporating the speaking ELPS into everyday lessons , academic vocabulary instruction, and culturally proficient teaching for multi-lingual learners by the ALP Department.</p> <p>Strategy's Expected Result/Impact: Increased student performance on TELPAS.</p> <p>Staff Responsible for Monitoring: ESL Coach, Principal, Assistant Principal</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All emergent bilingual students will receive an online Summit K-12 account to focus on speaking and academic vocabulary building.</p> <p>Strategy's Expected Result/Impact: Increased student performance on TELPAS.</p> <p>Staff Responsible for Monitoring: ESL Coach, Principal, and Assistant Principal</p> <p>Funding Sources: Summit K12 Licenses - 263 Title III, LEP - \$4,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for McNeill Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for McNeill Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dawnyel Gaines	Pre-Kindergarten Aide	1
Felicia Arismendi	Pre-Kindergarten Aide	1
Natalie Watson	Pre-Kindergarten Aide	1
Robyn Talley	Pre-Kindergarten Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mario Temporal	Academic Facilitator	Title I	1.0

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Academic Facilitator		\$79,315.00
Sub-Total					\$79,315.00
Budgeted Fund Source Amount					\$79,315.00
+/- Difference					\$0.00
199 PIX 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Pre-Kindergarten Staff		\$259,836.90
1	2	1	Literacy Coach		\$18,737.50
1	3	1	Tutoring Materials		\$2,000.00
1	3	1	Tutoring Salary		\$8,730.00
2	2	1	Math/Science Faciliatator		\$36,500.00
2	3	2	Tutoring Materials		\$2,705.00
3	2	1	Tutoring Materials		\$2,013.00
Sub-Total					\$330,522.40
Budgeted Fund Source Amount					\$330,522.40
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Technology		\$1,500.00
2	3	1	Books, manipulatives, vocabulary resources		\$6,000.00
3	1	1	Sheltered instruction materials		\$2,464.00
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
5	1	2	Summit K12 Licenses		\$4,000.00

263 Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	\$4,000.00
				Budgeted Fund Source Amount	\$4,000.00
				+/- Difference	\$0.00
				Grand Total Budgeted	\$423,801.40
				Grand Total Spent	\$423,801.40
				+/- Difference	\$0.00