

Seguin Independent School District
McQueeney Elementary School
2022-2023 Campus Improvement Plan



Mission Statement

Building meaningful relationships that
empower or community and
inspire tomorrow's leaders.

Vision

We Succeed. No Excuses. No Exceptions.

Value Statement

We believe McQueeney Elementary is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

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Comprehensive Needs Assessment

Revised/Approved: August 24, 2022

Demographics

Demographics Summary

McQueeney Elementary is a K-5th grade Seguin ISD school located in McQueeney, Texas. McQueeney students live in a wide area surrounding the school. We have students from McQueeney, New Braunfels, and Seguin. It is a campus that prides itself on its social/emotional student support. McQueeney is part of the LiiNK Project and is a STEM campus in Seguin ISD. McQueeney is a Title 1 campus with 79.3% of our student population identified as economically disadvantaged and 53.1% identified at-risk. 3.4% of our population is identified EL and 14.1% identified as students with special needs. Our mobility rate is 20.6%. Our current average attendance rate is 95.6%. Our student population is composed of approximately 3.4% African American, 65% Hispanic, 27.8% White, 0.3% American Indian, and 2.5% Two-or-more Races. 3.4% of our students are in bilingual/ESL programs, 5% of our students are in Gifted & Talented Education, and 14.1% of our students are in Special Education. McQueeney's enrollment is currently 308 students. This enrollment count is up from the previous year.

Demographics Strengths

There is a low percentage of students that experience disciplinary placement, and no student was placed at DAEP in the 2021-2022 school year. Student population is diverse, as is the teacher population. The teacher Hispanic population at McQueeney is higher than that of the district and the state, which indicates an effort to diversify staff to more closely mirror the community and student populations. Free breakfast and lunch is provided to all students. At-risk students are discussed regularly during Rtl (Response to Intervention) and PLC (Professional Learning Community) meetings. Special Education, 504, GT and Dyslexia programs provide specialized support utilizing research-based methods and individual student needs. McQueeney is a campus that prides itself on its social/emotional student support. We are a LiiNK school that strives to teach students resilience and leadership skills. McQueeney also offers a STEM class to all students. Students receive additional help after school during ACE tutoring. McQueeney's Counselor supports parents and grandparents through the school's Caregiver Group program.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 53.1% of our students are considered at-risk according to set criteria. **Root Cause:** Some students are struggling academically due to high levels of mobility, behavioral challenges, pandemic-related issues, or have faced a difficult circumstance in their home life. A large population of our students are raised by their grandparents.

Problem Statement 2 (Prioritized): Student enrollment has seen a decrease over the years. **Root Cause:** Local families take their students to other districts, private schools, charter schools and home school.

Student Learning

Student Learning Summary

2022 End of year assessments indicated the following:

71% Overall passing rate in STAAR ALL Grades (preliminary)

77% Reading all grades (41% SpEd) (preliminary)

66% Math all grades (35% SpEd) (preliminary)

71% Science 5th grade (17% SpEd) (preliminary)

2021-2022 EOY ISIP results indicated:

55% at or above level in kindergarten

52% at or above level in first grade

63% at or above level in second grade

71% at or above level in third grade

44% at or above level in fourth grade

75% at or above level in fifth grade.

Student Learning Strengths

McQueeney improved from 47/18/9 Approaches, Meets, and Masters in 2021 to 71/40/20 (preliminary) in 2022. According to ISIP, when compared to 2020-2021, 8% more students are reading on level in Kindergarten, 4% more are on level in 1st grade, 4% more are on level in 2nd grade, 33% more are on level in 3rd Grade, and 34% more are on level in 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 39% of students are leaving grades K-5 not reading on level. **Root Cause:** Many of our students do not have the support necessary at home and have not been introduced to letters and reading before Kindergarten.

Problem Statement 2 (Prioritized): Student achievement in Math, as measured by STAAR, is not reaching the same levels as student achievement in Reading and Science. **Root Cause:** Disruptions due to COVID during the Spring of 2020, and continuing through 2020-2021 created learning gaps for students.

School Processes & Programs

School Processes & Programs Summary

All teacher and instructional paraprofessionals are highly qualified at McQueeney Elementary. We had many teachers this year new to content areas and/or grade levels. In addition, the staff does include people from a variety of races and ethnicity's. However, it would be positive if the campus continued to focus on hiring a more diverse staff to reflect the student population. Staff are supportive of professional development, which speaks to their quality. We have a strong PLC schedule which allows for regular collaboration and ongoing professional development for all teachers throughout the year, both on campus and district wide. The district curriculum and instruction department provides professional development for our teachers when needed. Seguin ISD also implements a mentorship program for new teachers. Campus and district PLCs are structured and allow for a collaborative approach to produce district wide lesson plans. All teachers have been provided a Chromebook, document camera, and projector. Students have access to either laptops or iPads at a 1:1 ratio. All teachers have access to network printers in black and white and have access to a poster maker, laminator, and a die cut machine. The campus has a computer lab as part of the specials rotation schedule.

Other programs on campus include specials rotations that include access to tech, PE and Music for all students on campus. All students also participate in library, STEM lab, and guidance lessons on a rotating schedule. We have a fully developed Special Education, GT, and Dyslexia program, and track all student progress through MTSS. Our campus PBIS and Restorative teams continue to develop, and attendance will be added as a committee around the second nine weeks of school. McQueeney also has a Cheer Committee that is chaired by the counselor to help with campus morale. Our ACE program successfully provides additional support after school to students who qualify for the program. Our master schedule ensures bell-to-bell instruction. Our master schedule also includes our W.I.N block for each grade level. Students receive "what they need" during this 45 minute block for intervention or enrichment.

School Processes & Programs Strengths

Students and staff are overall satisfied with the school culture and climate. Students and staff feel safe at school. Academic, behavioral and extracurricular expectations are rated overall good. We are overall effective in fulfilling our campus vision and mission. Our Rtl committee addresses behavior and academic issues regularly. We provide many opportunities to attend professional development.

100% of teaching staff participate in PLCs.

Mentorship program.

Expanding on-line access for reading resources, e.g., MyOn, Epic....?

100 minutes of PLC/Collaborative Planning time is provided for each grade level weekly

Additional resources have been purchased to support tier I and intervention instruction.

Document cameras in every classroom.

Teacher Chromebooks

Projectors in each classroom

Computer lab

Poster maker

Die cut machine and copy machines in teacher workroom.

Grade level printers

1-1 technology for students

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Several teachers had trouble with students in class and relied on administrators to deal with the behaviors. **Root Cause:** Teachers need to receive training on classroom management.

Problem Statement 2 (Prioritized): Students within the demographic at McQueeney Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place. **Root Cause:** Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.

Problem Statement 3 (Prioritized): The RTI/MTSS and intervention processes at McQueeney Elementary need to be refined in order to function more efficiently. **Root Cause:** More training for teachers in Panorama and Intervention expectations would provide clarity and understanding.

Problem Statement 4 (Prioritized): The PBIS system at McQueeney is not functioning as well as in years past. **Root Cause:** Students are losing interest in MatBuck Store items.

Perceptions

Perceptions Summary

McQueeney Elementary serves a very diverse population of students that have high social/emotional needs as well as academic deficits. Our students are usually from single parent or dual working households. Many of our parents work multiple jobs and often have multiple families living in one household. Students learn best when they are in an environment in which they feel safe, supported, challenged, and accepted. At McQueeney Elementary, students and staff are overall satisfied with the climate and culture of our campus. Due to COVID-19, most of our families have had limited access to the campus. Before COVID-19, the Counselor had Coffee Talk with the Counselor each month. Families have had multiple opportunities to participate throughout the school year. When planning activities, we take into account the multiple types of jobs family members hold and try to accommodate their work schedules. We had Grandparents day, a Fall Carnival, Family Reading Night, STEM Night, and other activities for families to join in on. Through LiiNK, our entire campus is trained on using Positive Action Character Curriculum. We have an Rtl committee who focuses regularly on students with discipline and learning issues and works proactively and collaboratively to address those issues. We have established a PBIS committee dedicated to addressing discipline concerns and organizing incentives to recognize students who exhibit good behavior on a consistent basis. Before COVID-19, McQueeney offered an open door policy for parents to feel welcome and encouraged to volunteer regularly. Events are communicated with a monthly campus calendar of events, the marquee, call outs, Remind app, and fliers in both English and Spanish. Parents are also asked to participate, as best as they can.

Perceptions Strengths

School Messenger was utilized regularly to provide information on upcoming events.

Remind App and weekly newsletters for school and parent communication.

Seesaw has been rolled out to all grade levels and is used with frequency.

Extracurricular Activities at McQueeney

Kindness Club

McQueeney Lakeside Singers

Art Club

Annual Winter Carnival

"No Place for Hate" Jingle Bell Fun Run

Veteran's Day Celebration/Brunch

Student PBIS Team

Offered during Pandemic:

Art Club

Pioneer Club

DI

Academic Olympics

Library Club

Tutoring

ACE

One Book One School

You + Me = Family (Caregiver Group)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents/families struggle to participate despite opportunities provided by the campus. **Root Cause:** Interest in the traditional events offered by the campus is low. Parents also struggle with participating due to work schedules and transportation.

Priority Problem Statements

Problem Statement 1: 53.1% of our students are considered at-risk according to set criteria.

Root Cause 1: Some students are struggling academically due to high levels of mobility, behavioral challenges, pandemic-related issues, or have faced a difficult circumstance in their home life. A large population of our students are raised by their grandparents.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student enrollment has seen a decrease over the years.

Root Cause 2: Local families take their students to other districts, private schools, charter schools and home school.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 39% of students are leaving grades K-5 not reading on level.

Root Cause 3: Many of our students do not have the support necessary at home and have not been introduced to letters and reading before Kindergarten.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student achievement in Math, as measured by STAAR, is not reaching the same levels as student achievement in Reading and Science.

Root Cause 4: Disruptions due to COVID during the Spring of 2020, and continuing through 2020-2021 created learning gaps for students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Several teachers had trouble with students in class and relied on administrators to deal with the behaviors.

Root Cause 5: Teachers need to receive training on classroom management.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students within the demographic at McQueeney Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place.

Root Cause 6: Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The RTI/MTSS and intervention processes at McQueeney Elementary need to be refined in order to function more efficiently.

Root Cause 7: More training for teachers in Panorama and Intervention expectations would provide clarity and understanding.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The PBIS system at McQueeney is not functioning as well as in years past.

Root Cause 8: Students are losing interest in MatBuck Store items.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Parents/families struggle to participate despite opportunities provided by the campus.

Root Cause 9: Interest in the traditional events offered by the campus is low. Parents also struggle with participating due to work schedules and transportation.

Problem Statement 9 Areas: Perceptions



Goals






Revised/Approved: October 25, 2022

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 49% to 54% by August 2025.

Performance Objective 1: By the end of the 2022-23 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR in grades 3-5 will improve from 41% to 50%.

Evaluation Data Sources: STAAR, local assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide after-school academic tutoring to students. Strategy's Expected Result/Impact: Increase academic achievement Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1 Funding Sources: Extra duty pay - 211 Title I - 211.13.00.106.3240006118 - \$1,600</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide push-in tutorial for intervention purposes. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Funding Sources: Push-in tutor pay - 211 Title I - 211.11.00.106.3.24.000.6118 - \$10,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 3rd-5th grade literacy teachers will attend Lead4Ward's Rockin' Review Conference.</p> <p>Strategy's Expected Result/Impact: Increase overall student achievement.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Substitutes - 211 Title I, Lead4Ward Rockin' Review Conference Registration - 211 Title I, Mileage - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 53.1% of our students are considered at-risk according to set criteria. Root Cause: Some students are struggling academically due to high levels of mobility, behavioral challenges, pandemic-related issues, or have faced a difficult circumstance in their home life. A large population of our students are raised by their grandparents.</p>
Student Learning
<p>Problem Statement 1: 39% of students are leaving grades K-5 not reading on level. Root Cause: Many of our students do not have the support necessary at home and have not been introduced to letters and reading before Kindergarten.</p>

Goal 1: Increase the percentage of third grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 49% to 54% by August 2025.

Performance Objective 2: By the end of the 2022-23 school year, the percentage of students who perform on grade level in ISIP Reading will improve from 37% to 60% in kindergarten, 50% to 70% in first grade, and 45% to 72% in second grade.

Evaluation Data Sources: ISIP

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources to support high-quality instruction. Strategy's Expected Result/Impact: Increase student engagement and student achievement Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Materials and supplies - 211 Title I - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 39% of students are leaving grades K-5 not reading on level. Root Cause: Many of our students do not have the support necessary at home and have not been introduced to letters and reading before Kindergarten.</p>

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 26% to 49% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, the percentage of students achieving Meets Grade Level or above on the Math STAAR in grades 3-5 will improve from 35% to 45%.

Evaluation Data Sources: STAAR summative data, local assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will provide after-school academic tutoring to students. Strategy's Expected Result/Impact: Increased academic achievement. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 2 Funding Sources: Extra Duty Pay - 211 Title I - \$800</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 3rd-5th-Grade math teachers will attend the Lead4Ward Rockin' Review Conference. Strategy's Expected Result/Impact: Increase overall student achievement Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Mileage - 211 Title I, Substitutes - 211 Title I, Lead4Ward Rockin' Review Conference Registration - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: 53.1% of our students are considered at-risk according to set criteria. Root Cause: Some students are struggling academically due to high levels of mobility, behavioral challenges, pandemic-related issues, or have faced a difficult circumstance in their home life. A large population of our students are raised by their grandparents.
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Student Learning

Problem Statement 2: Student achievement in Math, as measured by STAAR, is not reaching the same levels as student achievement in Reading and Science. Root Cause: Disruptions due to COVID during the Spring of 2020, and continuing through 2020-2021 created learning gaps for students.

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 26% to 49% by August 2025.

Performance Objective 2: By the end of the 2022-2023 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase by 25%.

Evaluation Data Sources: Imagine Math




Strategy 1 Details	Reviews			
<p>Strategy 1: Provide math resources to support new math curriculum, Eureka. Strategy's Expected Result/Impact: Increase academic achievement Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Learning resources - 211 Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Student achievement in Math, as measured by STAAR, is not reaching the same levels as student achievement in Reading and Science. Root Cause: Disruptions due to COVID during the Spring of 2020, and continuing through 2020-2021 created learning gaps for students.</p>

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: By the end of the 2022-2023 school year, overall STAAR scores in all subjects for students in grades 3-5 will increase from 41% to 50% for meets and from 20% to 30% for masters.

Strategy 1 Details	Reviews			
Strategy 1: All teachers will provide high quality instruction every day, in every class, for every student.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will improve instruction by writing across the curriculum, incorporating in lesson plans that support students' ability to process new learning through writing, and deepening students' understanding with questioning that supports critical thinking.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Two teachers will attend the summer AVID institute. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Demographics 1 - School Processes & Programs 2 Funding Sources: Conference registration fees - 211 Title I - 211.1300.106.3.24.000.6299 - \$2,400, Mileage - 211 Title I - 211.13.00.106.3.24.000.6411 - \$105	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Host a career day for students.</p> <p>Strategy's Expected Result/Impact: Students will be more knowledgeable and aware of opportunities.</p> <p>Staff Responsible for Monitoring: Admin team</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Refreshments and snacks - 211 Title I Parental Involvement - \$100, Materials and supplies - 211 Title I Parental Involvement - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 53.1% of our students are considered at-risk according to set criteria. Root Cause: Some students are struggling academically due to high levels of mobility, behavioral challenges, pandemic-related issues, or have faced a difficult circumstance in their home life. A large population of our students are raised by their grandparents.</p>
School Processes & Programs
<p>Problem Statement 2: Students within the demographic at McQueeney Elementary have academic and social/emotional needs that must be attended to before optimum learning can take place. Root Cause: Students within our demographic have academic and SEL needs that inhibit learning on a daily basis.</p>
Perceptions
<p>Problem Statement 1: Parents/families struggle to participate despite opportunities provided by the campus. Root Cause: Interest in the traditional events offered by the campus is low. Parents also struggle with participating due to work schedules and transportation.</p>

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By May 2023, the Panorama Student Survey SEL score (Emotion regulation, Grit, Social Awareness) in grades k-5 will improve to 85% or above the national norm.






High Priority

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: McQueeney Elementary School will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2022-23 school year, McQueeney will increase attendance from 95.6% to 96.5%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide student, class, and campus incentives to promote good attendance.</p> <p>Strategy's Expected Result/Impact: Increase attendance</p> <p>Staff Responsible for Monitoring: Principal and attendance clerk</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Materials and supplies - 211 Title I - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June
				
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Performance Objective 3 Problem Statements:









Student Learning
<p>Problem Statement 1: 39% of students are leaving grades K-5 not reading on level. Root Cause: Many of our students do not have the support necessary at home and have not been introduced to letters and reading before Kindergarten.</p>

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the end of the 2022-2023 school year, the campus leadership team will evaluate and track safety, appearance, and cleanliness in all campus areas.

Goal 5: McQueeney Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: McQueeney will increase the amount of teacher support throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Two teachers will attend the Solution Tree RTI Institute in Austin. Strategy's Expected Result/Impact: Increase the level of support for teachers. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 Funding Sources: Registration fees - 211 Title I - 211.1300.106.3240006299 - \$1,600, Travel Expenses - 211 Title I - 211.1300.106.3240006411 - \$1,080, Substitute - 211 Title I - 211.1100.106.3240006112 - \$600</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide time for teacher professional learning communities within the school day. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Substitues - 211 Title I - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 53.1% of our students are considered at-risk according to set criteria. Root Cause: Some students are struggling academically due to high levels of mobility, behavioral challenges, pandemic-related issues, or have faced a difficult circumstance in their home life. A large population of our students are raised by their grandparents.</p>

Student Learning






Problem Statement 1: 39% of students are leaving grades K-5 not reading on level. **Root Cause:** Many of our students do not have the support necessary at home and have not been introduced to letters and reading before Kindergarten.

Problem Statement 2: Student achievement in Math, as measured by STAAR, is not reaching the same levels as student achievement in Reading and Science. **Root Cause:** Disruptions due to COVID during the Spring of 2020, and continuing through 2020-2021 created learning gaps for students.

Goal 5: McQueeney Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By the end of the 2022-2023 school year, McQueeney will achieve a teacher turnover rate of less than 15%.


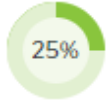





Evaluation Data Sources: Human Resources retention reports.

Strategy 1 Details	Reviews			
Strategy 1: McQueeney's administration will support a positive climate through incentives, prizes, and gratitude. Strategy's Expected Result/Impact: Increase morale Staff Responsible for Monitoring: Admin team	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2023, McQueeney will increase the number of parents who are involved in parent groups on campuses by 25%.

Evaluation Data Sources: Campus surveys

Strategy 1 Details	Reviews			
Strategy 1: McQueeney will create opportunities for parental education through parenting partners.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: McQueeney ES will participate in the one book-one school reading initiative. Funding Sources: Books - 211 Title I Parental Involvement - 211.61.00.106.3.24.000.6399 - \$623	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Host an academic night for parents to provide them tips on how to help their students be successful. Strategy's Expected Result/Impact: Increase parental involvement and provide parents tips on how to help support their child's education. Staff Responsible for Monitoring: Principal Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1 Funding Sources: Refreshments - 211 Title I Parental Involvement - \$250, Materials and supplies - 211 Title I - \$400	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Parents/families struggle to participate despite opportunities provided by the campus. **Root Cause:** Interest in the traditional events offered by the campus is low. Parents also struggle with participating due to work schedules and transportation.

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: McQueeney Elementary School will improve their public image as measured by constructive feedback collected from social media and parent/community surveys.



Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.






Performance Objective 3: McQueeney will increase the number of Facebook followers from 924 to 1,100 and Twitter followers by 10%.

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 1: By 2025, McQueeney Elementary's overall accountability rating score will improve from 87 to 90.

Evaluation Data Sources: Accountability data

Strategy 1 Details	Reviews			
<p>Strategy 1: ACE, after school program, will conduct tutoring for their students. Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Principal and ACE Site Coordinator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 Funding Sources: Extra pay for tutoring - 211 Title I - \$15,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Intercession will provide intervention and enrichment opportunities to at-risk students. Strategy's Expected Result/Impact: Increase student achievement and close learning gaps Staff Responsible for Monitoring: Admin team</p> <p>Title I: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Supplies and materials - 211 Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 3 Details	Reviews			
<p>Strategy 3: 5th-grade science teacher, SPED teacher and principal will attend the Lead4Ward Rockin' Review Conference.</p> <p>Strategy's Expected Result/Impact: Increase overall student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p> <p>Funding Sources: Mileage - 211 Title I, Substitutes - 211 Title I, Lead4Ward Rockin' Review Conference registration - 211 Title I</p>	Formative			Summative
	Nov	Jan	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: 53.1% of our students are considered at-risk according to set criteria. Root Cause: Some students are struggling academically due to high levels of mobility, behavioral challenges, pandemic-related issues, or have faced a difficult circumstance in their home life. A large population of our students are raised by their grandparents.</p>
School Processes & Programs
<p>Problem Statement 3: The RTI/MTSS and intervention processes at McQueeney Elementary need to be refined in order to function more efficiently. Root Cause: More training for teachers in Panorama and Intervention expectations would provide clarity and understanding.</p>

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Performance Objective 2: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, McQueeney will become an A rated campus by 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will participate in a school-wide book study and professional learning to improve Tier 1 instruction. Strategy's Expected Result/Impact: Increase the number of students that perform on or above grade level. Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2 Funding Sources: Book - Teach Like a Champion 3.0 - 211 Title I - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 39% of students are leaving grades K-5 not reading on level. Root Cause: Many of our students do not have the support necessary at home and have not been introduced to letters and reading before Kindergarten.</p>
<p>Problem Statement 2: Student achievement in Math, as measured by STAAR, is not reaching the same levels as student achievement in Reading and Science. Root Cause: Disruptions due to COVID during the Spring of 2020, and continuing through 2020-2021 created learning gaps for students.</p>

Campus Funding Summary

211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra duty pay	211.13.00.106.3240006118	\$1,600.00
1	1	2	Push-in tutor pay	211.11.00.106.3.24.000.6118	\$10,000.00
1	1	3	Substitutes		\$0.00
1	1	3	Mileage		\$0.00
1	1	3	Lead4Ward Rockin' Review Conference Registration		\$0.00
1	2	1	Materials and supplies		\$1,500.00
2	1	1	Extra Duty Pay		\$800.00
2	1	2	Lead4Ward Rockin' Review Conference Registration		\$0.00
2	1	2	Substitutes		\$0.00
2	1	2	Mileage		\$0.00
2	2	1	Learning resources		\$500.00
3	1	3	Mileage	211.13.00.106.3.24.000.6411	\$105.00
3	1	3	Conference registration fees	211.1300.106.3.24.000.6299	\$2,400.00
4	3	1	Materials and supplies		\$250.00
5	1	1	Registration fees	211.1300.106.3240006299	\$1,600.00
5	1	1	Travel Expenses	211.1300.106.3240006411	\$1,080.00
5	1	1	Substitute	211.1100.106.3240006112	\$600.00
5	1	2	Substitues		\$2,000.00
6	1	3	Materials and supplies		\$400.00
7	1	1	Extra pay for tutoring		\$15,000.00
7	1	2	Supplies and materials		\$500.00
7	1	3	Mileage		\$0.00
7	1	3	Substitutes		\$0.00
7	1	3	Lead4Ward Rockin' Review Conference registration		\$0.00
7	2	1	Book - Teach Like a Champion 3.0		\$500.00
Sub-Total					\$38,835.00
Budgeted Fund Source Amount					\$60,000.00

211 Title I						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$21,165.00
211 Title I Parental Involvement						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
3	1	4	Materials and supplies		\$100.00	
3	1	4	Refreshments and snacks		\$100.00	
6	1	2	Books	211.61.00.106.3.24.000.6399	\$623.00	
6	1	3	Refreshments		\$250.00	
					Sub-Total	\$1,073.00
					Budgeted Fund Source Amount	\$1,440.00
					+/- Difference	\$367.00
					Grand Total Budgeted	\$61,440.00
					Grand Total Spent	\$39,908.00
					+/- Difference	\$21,532.00