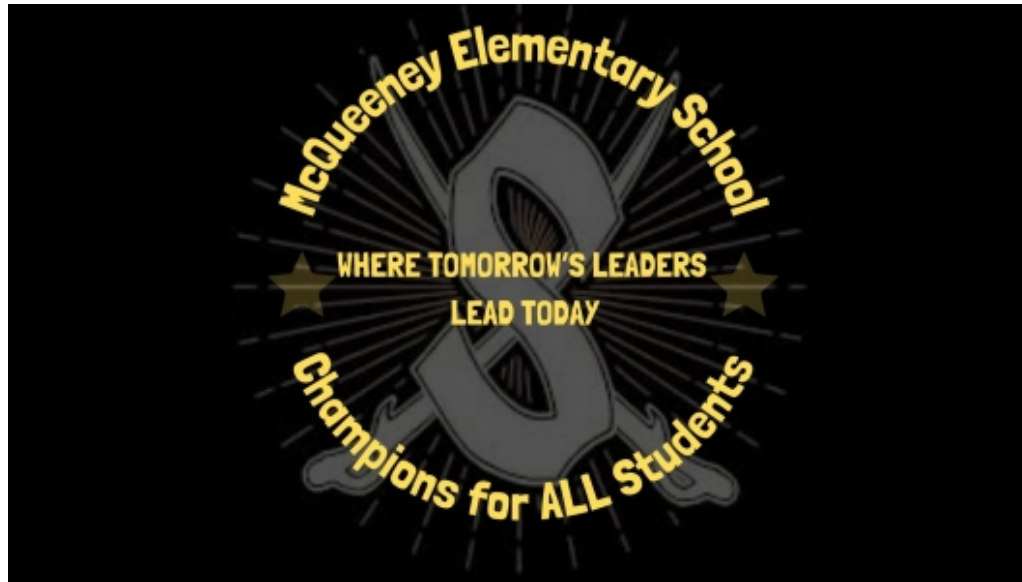


**Seguin Independent School District
McQueeney Elementary School
2024-2025 Campus Improvement Plan**



Board Approval Date: October 29, 2024
Public Presentation Date: October 29, 2024

Mission Statement

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

Vision

No Excuses. No Exceptions. We Succeed.

Value Statement

Regarding students and learning, we believe ALL students can learn and grow in an engaging and nurturing environment.

Regarding teachers and teaching, we believe in a culture of collaboration that ensures best instructional practices that are rigorous, engaging, and differentiated.

Regarding learning communities, we believe mutual respect will lead to collaborative relationships that help us reach our common goal.

Regarding families and communities, we believe that families and teachers partner together to support our students to become positive, and productive citizens.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Goals	11
Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR reading from 35% to 55% by August 2027.	11
Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 35% to 52% by August 2027.	15
Goal 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students score meets and masters in all subjects from 25% to 35% by August 2027.	18
Goal 4: McQueeney Elementary School will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.	20

Goal 5: McQueeney Elementary School will continue to be a Tier 1 school based on the school performance framework (QSA) throughout August 2027. 22
Title I Personnel 24

Comprehensive Needs Assessment

Demographics

Demographics Summary

McQueeney Elementary School is one of 7 elementary campuses in Seguin ISD. McQueeney Elementary School serves approximately 300 students from kindergarten through fifth grade. McQueeney ES has two Essential Academics units that provide services to 16 self-contained students. 83.8% of our students are economically disadvantaged. 4.5% of our student population is African American, 63.4% Hispanic, 27.7% White, 0.3% American Indian, 0.3% Asian, and 3.8% Two or More Races. 44.3% of our students are female and 55.7% are male. 14.7% of students qualify for Special Education, 6.1% are serviced under 504, and 2.5% are Emergent Bilingual students. 5.1% of students receive Gifted and Talented services. The yearly attendance rate for the 23-24 school year is 93.3%. The mobility rate is 19.8% and is 3% higher than the state average. 0% of our students served disciplinary placements. 63.7% of students are at-risk. Many students have experienced trauma. The average class size is 18. We have 45 staff members. Our staff demographics are 4.2% African American, 20.8% Hispanic, and 75% White. 4.2% of the staff is male and 95.8% is female. Our stakeholders include parents, grandparents, community members, 21 teachers, 2 administrators, 1 counselor, 1 librarian, and 9 paraprofessionals. The Site-Based Decision-Making Committee meets quarterly to contribute to the development, review, and implementation of the campus improvement plan. Our students are provided with opportunities to engage in a variety of enrichment activities through our AVID writing lab during the instructional day and the ACE after-school program. McQueeney Elementary School is expected to double the amount of student enrollment by the Fall of 2026 due to new residential areas under construction.

Demographics Strengths

There is a low percentage of students who experience disciplinary placement, and no student was placed at DAEP in the 2023-2024 school year. The PBIS committee meets on the first Wednesday of each month to analyze and discuss student behaviors. A group of 3rd-5th graders are selected to be members of the Safety Patrol. The AVID Committee includes six teachers who model instructional strategies during monthly faculty meetings and teacher in-service days. The student population is diverse. Free breakfast and lunch are provided to all students. Our AVID Site Coordinator provides services to all k-5 students. Classes rotate through the AVID writing lab on Tuesdays or Thursdays during their intervention block of time. At-risk students are discussed regularly during MTSS and PLC 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 strive to teach students resilience and leadership skills. Students receive additional help after school during ACE tutoring. McQueeney Elementary School has adopted the Great Expectations program. Teachers focus on teaching and learning and students are inspired to pursue academic excellence.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students academic performance is lower than their peers on state and district assessments **Root Cause:** High special education teacher turnover

Problem Statement 2: Special Education students academic performance is lower than their peers on state and district assessments **Root Cause:**

15 new staff members, many first-year teachers, need support for providing differentiated instruction

Student Learning

Student Learning Summary

2024 STAAR data

3rd grade RLA 68% Approaches/35% Meets/15% Masters

4th grade RLA 73%/25%/4%

5th grade RLA 86%/63%/34%

3rd grade Math 68%/35%/10%

4th grade Math 63%/25%/15%

5th grade Math 84%/46%/11%

5th grade Science 63%/26%/5%

Student Learning Strengths

The 5th-grade Math and RLA scores improved tremendously in approaches, meets, and masters for this cohort of students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many students have learning gaps in core subjects. **Root Cause:** High teacher turnover prior to the 23-24 school year.

School Processes & Programs

School Processes & Programs Summary

Many teachers this year are new to content areas and/or grade levels. Staff are supportive of professional development. We have a strong PLC schedule that allows for regular collaboration and ongoing professional development for all teachers throughout the year. Seguin ISD also implements a mentorship program for new teachers. All teachers have been provided an iPad, 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 machine, laminator, and die-cut machine. The campus has a computer lab as part of the specials rotation schedule. Students also attend the AVID writing lab as part of the intervention schedule.

Other programs on campus include special rotations where students have access to tech, PE, and Music. All students also participate in library, AVID Writing Lab, and guidance lessons on a rotating schedule. Our campus PBIS, Restorative, and SST 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 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 I Need" during this 45-minute block for intervention or enrichment. The staff shares a common language for high-quality instruction, rigor, and self-care.

School Processes & Programs Strengths

According to surveys, students and staff members 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 MTSS 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 online access to reading resources, e.g., MyOn, Epic, Beanstack

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

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

Document cameras in every classroom.

Teacher Chromebooks

Projectors in each classroom

Computer lab

Poster maker

Die cut machine and copy machines in the teacher workroom.

Grade level printers

1-1 technology for students

Ipads were purchased for each classroom teacher to utilize Apple TV

Teacher attendance

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low attendance for Essential Academics students **Root Cause:** EA students do not necessarily live in our school zone and do not take advantage of bus transportation.

Perceptions

Perceptions Summary

McQueeney Elementary serves a diverse population of students who 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. 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 Winter Carnival, Family Reading Night, Spring Academic Night, and other activities for families to join. We have an MTSS committee that focuses regularly on students with discipline and learning issues. The MTSS committee 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. Events are communicated with a monthly campus calendar of events, the marquee, callouts, and fliers in both English and Spanish. Parents are also asked to participate, as best as they can.

Perceptions Strengths

Campus committees have been successful at conducting events throughout the year. Events draw a large family crowd in attendance.

Problem Statements Identifying Perceptions Needs










Problem Statement 1: Students are not consistently benefiting from educational offerings. **Root Cause:** Support systems for teachers are limited.

Priority Problem Statements

Goals








Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR reading from 35% to 55% by August 2027.

Performance Objective 1: Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR reading from 41% to 50% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during Early Excellence using the Data Analysis Protocol and develop a plan for reteaching and enrichment.</p> <p>Strategy's Expected Result/Impact: Improve our approaches, meets, and masters percentages .</p> <p>Staff Responsible for Monitoring: Principal, Assistant 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>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet weekly for PLCs to internalize lesson plans and rehearse one high-leverage lesson.</p> <p>Strategy's Expected Result/Impact: The IC will create systems for supporting teachers through PLCs, modeling, and co-teachers.</p> <p>Staff Responsible for Monitoring: Principal, Assistant 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>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR reading from 35% to 55% by August 2027.

Performance Objective 2: Increase the percentage of third through fifth-grade students scoring four or above on STAAR ECR from 31% to 40% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Classes will rotate through the AVID writing lab on Tuesdays and Thursdays.</p> <p>Strategy's Expected Result/Impact: Improved writing scores</p> <p>Staff Responsible for Monitoring: Principal, AP, Instructional Coach</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 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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: Increase the percentage of third-grade students who score meets grade level or above on STAAR reading from 35% to 55% by August 2027.

Performance Objective 3: Increase the percentage of students achieving Level 3 or higher in grade K-2 on the ISIP Reading Assessment from BOY 61% to EOY 70%

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review ISIP data monthly during PLCs, monitor student growth, and work with students to monitor their growth.</p> <p>Strategy's Expected Result/Impact: Increased student performance in reading.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The class with the highest growth percentage on the monthly ISIP assessment will receive a pizza party.</p> <p>Strategy's Expected Result/Impact: Increased reading scores.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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>				


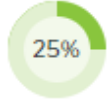




Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR reading from 35% to 55% by August 2027.

Performance Objective 4: Increase the percentage of Special Education students achieving approaches or higher on the Grade 3-5 Reading STAAR from 30% to 45% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze data monthly to develop a plan to ensure special education students receive student services from the SPED teacher and intervention support from the Gen Ed teacher.</p> <p>Strategy's Expected Result/Impact: SPED students will have additional time to master grade-level standards.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 35% to 52% by August 2027.

Performance Objective 1: Increase the percentage of third through fifth-grade students who score meets grade level or above on STAAR Math from 35% to 45% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will analyze assessment data during Early Excellence using the Data Analysis Protocol and develop a plan for reteaching and enrichment.</p> <p>Strategy's Expected Result/Impact: Increase the percentages for approaches, meets, and masters.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC</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>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 35% to 52% by August 2027.

Performance Objective 2: Increase the percentage of students achieving level 3 or higher in grades K-2 on Istation Math by 15%.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review ISIP data monthly during PLCs, monitor student growth, and work with students to monitor their growth.</p> <p>Strategy's Expected Result/Impact: Increased student achievement</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The classroom with the highest percentage of growth on their monthly math ISIP assessment will receive a pizza party.</p> <p>Strategy's Expected Result/Impact: Improve student performance</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 35% to 52% by August 2027.

Performance Objective 3: Increase the percentage of Special Education students achieving approaches or higher on the third through fifth grade Math STAAR from 35% to 45% by August 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: During monthly MTSS meetings, teachers will develop a schedule to ensure students are receiving related services from the SPED teacher and Gen Ed teacher.</p> <p>Strategy's Expected Result/Impact: Provide special education students additional time to master grade level standards.</p> <p>Staff Responsible for Monitoring: Principal, AP, IC</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students score meets and masters in all subjects from 25% to 35% by August 2027.

Performance Objective 1: By the end of the 2024-2025 school year, overall STAAR scores in all subjects for students in grades 3-5 will increase from 14% to 25% for masters.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will provide students enrichment opportunities during intervention for students already on grade level.	Formative			Summative
	Oct	Jan	Mar	May
				
<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 3: Increase the percentage of students who meet the College, Career, or Military Readiness (CCMR) requirements by having more students score meets and masters in all subjects from 25% to 35% by August 2027.

Performance Objective 2: Increase students' awareness of College Career and Military Readiness by hosting activities throughout the year.










Strategy 1 Details	Reviews			
Strategy 1: The AVID Site Coordinator will host monthly Career Chats during Call to Excellence.	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: The AVID committee will model AVID strategies during monthly faculty meetings.	Formative			Summative
	Oct	Jan	Mar	May
				
<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 4: McQueeney Elementary School will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.

Performance Objective 1: Increase parent and community involvement opportunities at the campus from the beginning of the year to the end of the year.






Goal 4: McQueeney Elementary School will improve student, parent, community, and staff satisfaction as determined by the Gallup Poll.

Performance Objective 2: Incorporate and embed Great Expectations school-wide instruction and campus events.

Strategy 1 Details	Reviews			
Strategy 1: Homerooms will lead Call to Excellence on a weekly schedule.	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
Strategy 2: Great Expectations principles and practices will be embedded in daily instruction.	Formative			Summative
	Oct	Jan	Mar	May
				
<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 5: McQueeney Elementary School will continue to be a Tier 1 school based on the school performance framework (QSA) throughout August 2027.

Performance Objective 1: McQueeney ES will improve the attendance rate from 93.44% to 95% by the end of the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: The Assistant Principal will provide monthly attendance incentives.	Formative			Summative
	Oct	Jan	Mar	May
		N/A		
<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 5: McQueeney Elementary School will continue to be a Tier 1 school based on the school performance framework (QSA) throughout August 2027.

Performance Objective 2: McQueeney ES will increase the amount of support provided to all faculty and staff members throughout the 24-25 school year.

Strategy 1 Details	Reviews			
Strategy 1: The Instructional Coach will support teachers in the overall achievement of students at McQueeney Elementary School. Strategy's Expected Result/Impact: Teacher success will increase student success	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Staff members will participate in a school-wide book study, Teach Like a Champion. Strategy's Expected Result/Impact: Improve Tier 1 Instruction	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be provided additional time to plan at the beginning of each quarter.	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Teachers will receive personalized support during Early Excellence.	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Styles	Instructional Coach	255 Title II, Part A	1.0
Hector Gonzalez	Tech Lab Aide	211 Title I, Part A	1.0