

Seguin Independent School District
McQueeney Elementary School
2017-2018 Campus Improvement Plan



Mission Statement

To provide every child an excellent education in a supportive environment so they achieve their highest potential and become leaders and contributors in the global community through rigorous and relevant learning in partnership with committed staff, parents, and community

Vision

Our vision is a culture of excellence within our school.

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

Table of Contents

Comprehensive Needs Assessment	4
Student Achievement	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.	7
Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.	19
Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.	27
Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.	32
Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.	33
System Safeguard Strategies	36
State Compensatory	37
Personnel for McQueeney Elementary School:	37
Title I	38
Title I Personnel	39
Plan Notes	40

Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

1. 83% of our students passed the Reading STAAR assessment, however, 45% of these students scored below 70%
2. 91% of our students passed the Math STAAR assessment, however, 40% of our students scored below 70%
3. 62% of our students passed the Writing STAAR assessment
4. 65% of our students passed the Science STAAR test.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: In the area of reading, our students achieved 83% passing, however 45% of these students scored below 70%; In the area of math, our students achieved 91% passing, however, 40% of our students performed below 70%; 62% of our students passed the Writing STAAR; 65% of our students passed the science STAAR. **Root Cause:** Instruction in each area needs to be more rigorous

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility

- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Goals

Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

Performance Objective 1: TEACHING AND LEARNING - By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, McQueeney Elementary will show an increase in the Student Achievement and the Closing the Gap domains.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>1) Our Trailblazers and our Dyslexia interventionist provided the following professional development to their peers. Reading teachers were provided with professional development on the Five Components of Literacy, Guided Reading, explicit vocabulary, Writing Across the Curriculum, Comprehension Toolkit, Lead4ward, Common Instructional Framework strategies, and the Fundamental Five.</p>		Campus Administration /C&I Staff	Implementation of strategies learned at training. The writing strategies will be addressed in a cross-curricular manner and with vertical alignment. Guided Reading and Literacy strategies will be implemented with fidelity across all grade levels.				
<p>2) Master schedule was developed to reflect 120-140 minutes of uninterrupted English Language Art/Reading instructional block.</p>		Campus Administration, interventionist C&I Staff	All students will receive quality uninterrupted instruction. Student success in Tier I instruction.				
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Grade level teachers meet on a weekly basis to develop meaningful, rigorous lessons. In addition, Teacher Learning Communities have been established to ensure that grade level TEKS and pacing guides are being used with fidelity.</p>		Administrative team, instructional team, Curriculum & Instructional team	Student success on formative and summative assessments.				

<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) K-5 reading teachers will provide guided reading during their reading block. They will implement the strategies that they learned in their professional development to provide remediation for the at-risk students.</p>		<p>Administrative team, interventionist.</p>	<p>Differentiated instruction will be provided to all students, according to data collected. All students will achieve success through individualized instruction.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Teachers will implement the Common Instructional Framework strategies which line up with Fundamental Five strategies into their Tier 1 instructional block. we will purchase the Gold level Leveled Literacy Intervention system which supports levels O-T reading levels. Purchase A-Z license for K-5 leveled readers to support reading practice both at school and at home. Provide 4th grade with novel sets to be used as on-level read-alouds to increase vocabulary and comprehension skills. Purchase ESGI computer based program that is correlated to the TEKS which allows teachers to create assessments, flashcards, individualized parent letter which details what their child knows and what they need to work on. In addition, Drops In a Bucket systematic daily review will be ordered for Kindergarten. 3rd-5th Measure Up Express will be purchased for STAAR practice. Step Up to the TEKS will be purchased for 2nd grade.</p>		<p>administration & Interventionist</p>	<p>These resources will improve and supplement the quality of instruction through a variety of genres and exposure to both non-fiction and fictional texts.</p>				
<p>Funding Sources: 211 Title I A - 10000.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>6) Provide after school tutoring for 1st-5th grade at-Risk students. A part-time aide will be hired to support kindergarten literacy.</p>		<p>Administration, Interventionist, Teachers</p>	<p>The number of students achieving meets and masters levels on their state assessments should increase. The percentage of students achieving grade level reading levels should increase as well.</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 Title I A - 36896.53</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>7) All students 2-5 will utilize motivational reading program, Accelerated Reader, to encourage and support students in independent reading. Incentives will be provided by the librarian and the classroom teachers.</p>		<p>Administration, Librarian, 2-5 ELA teachers</p>	<p>As students experience success and make gains in reading comprehension, reading fluency, vocabulary, and reading stamina, they will also experience growth in their reading levels and a love of reading.</p>				


<p>Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>8) Individual conferences will be held with all students regarding their State assessment data, I Station data, Fountas and Pinnell data and checkpoint data. This data will be compiled in a data folder and students will graph their progress on their benchmarks classroom assessment data. This information will be shared with parents at Open House and during parent conference.</p>		<p>All classroom teachers in grades 3-5, including GT, dyslexia support and administration.</p>	<p>All students are knowledgeable and accountable for their academic growth. Students and staff will share responsibility for their learning. S</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Additional support person for reading intervention will be hired using Title I funds.</p>		<p>Administration</p>	<p>Student's will be able to receive small group and individualized instruction.</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>10) Math teachers (1st-5th)who attended the Guided Math Bootcamp with Dr. Nicki Newton, including Guided Math, Work Stations, personalized and data-driven planning protocol and Tier I, II and III interventions turned this training around to their peers. Problem Solving with Math Models for 3rd &4th; Math Problem Solving and Action for K-2; Guided Math in Action to be used for a book study.</p>		<p>Campus Administration</p>	<p>Meaningful and rigorous guided math instruction which will promote learning math at the masters level.</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>11) Grade level teachers meet to develop meaningful, rigorous lesson plans on a weekly basis. In addition, Teacher Learning Communities/vertical team planning have been established to ensure that grade level TEKS, the Instructional Focus document, and pacing guides are being used with fidelity with an emphasis on the IFD.</p>		<p>Administration team</p>	<p>Student success on formative and summative assessments. Vertical alignment among campus math teachers.</p>				
<p>12) Master schedule was developed to reflect 90 - 120 minutes of uninterrupted math instructional block.</p>		<p>Administrators</p>	<p>This block of time will ensure meaningful, rigorous instruction</p>				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>13) Continue to provide TEKS based support with educational resources such as Fast Focus, Mentoring Minds, Kamico, Engaging Math, STAAR Master, Countdown to Math STAAR to give identified students additional support to master necessary content and skills. In addition, Step Up to the TEKS will be purchased for 2nd grade and Math Drops in a bucket will be purchased for Kindergarten.</p>	<p>Supplemental Support Qualified Professionals, Classroom Teachers, Administration</p>	<p>These resources will ensure meaningful, rigorous math instruction which will result in student growth.</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 Title I A - 300.00</p>						
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>14) Teachers will implement the Common Instructional Framework strategies into their Tier 1 instructional block through Lead4ward and Fundamental Five.</p>	<p>Administrators, , Teachers</p>	<p>Utilizing these district initiatives ensures quality differentiated instruction.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>15) Continue to support students in k-5 struggling in math and at risk through intervention support staff and tutoring, as well as Fast Math (2-5) with total of up to 60 kids. The tutoring assignments will include grades 1-5.</p>	<p>Administration, Teachers, Support Staff Unit</p>	<p>The impact that this intervention will provide will be moving students from approaches grade level to</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>16) On-going professional development (within/out of district) will be provided as needed to support teacher growth in math.</p>	<p>Administration and Support Staff</p>	<p>Teachers will have on-going access to current math strategies and resources.</p>				
<p>17) Individual conferences will be held with all students regarding their State assessment data, Imagine Math, performance assessments (k-1) and classroom assessment data. This data will be compiled in a data folder and students will graph their progress on their assessment in grades 3-5. This information will be shared with parents at Open House and parent conferences.</p>	<p>Classroom teachers and administration</p>	<p>Students will be knowledgeable and accountable for their academic growth.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>18) Additional support person for math intervention will be hired using Title I funds.</p>	<p>Administration</p>	<p>Student's will be able to receive small group and individualized instruction.</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 Title I A - 6720.00</p>						

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>19) Teacher ensures hands-on opportunities for all students through on campus labs. K-1 are encouraged to facilitate investigations 80% of instructional time. Grades 2-3 are encouraged to facilitate investigations 60% of instructional time. Lastly, grades 4-5 are encouraged to facilitate investigations 50% of the instructional time. These investigations include but are not limited to outdoor, laboratory or classroom.</p>		<p>5th Grade Science Teacher, Administration</p>	<p>Students will have real-world models and opportunities to apply concepts learned in science, in order to deepen their understanding.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>20) Continue to provide TEKS based support with educational resources such as Mentoring Minds, Measuring Up, Motivation Science, Gateways, STAAR Master, Stemsopes, and AIMS. We will purchase Measure UP Express and Step Up to TEKS. Teacher will also provide all students additional support to master necessary content and skills.</p>		<p>Classroom Teachers, Administration</p>	<p>The variety of resources will provide students with multiple opportunities to engage with the science curriculum.</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 Title I A - 400.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>21) Teachers will implement the CIF strategies (Classroom Talk, Writing to Learn, Collaborative Group Work, Questioning, and Scaffolding) into their Tier 1 instruction.</p>		<p>Administration</p>	<p>Students will be able to articulate scientific concepts both through verbal and written communication.</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>22) The fifth grade science teacher will be given opportunities to collaborate with the district's elementary science coordinator to support instructional practices and the campus Science Fair. In addition, Science Fair books will be purchased, in order for students to have access to projects ideas.</p>		<p>Administrators, District C&I Science Coordinator</p>	<p>All fifth grades students will be able to successfully participate in the campus Science Fair. Students will be given opportunity to work on projects at home as well as at school.</p>				
<p>Funding Sources: 211 Title I A - 200.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>23) Students in grades 3-5 will participate in a campus and district Science Fair and complete the projects independently. The goal of the Science Fair is to help students become more proficient in the scientific method and their communication skills. Winners of campus based science fair will be provided with science fair boards to utilize for district science fair.</p>		<p>5th science teacher, administration, instructional coach</p>	<p>Student Participation in Science Fair</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>24) Increase student Science performance in grades 2-5 by emphasizing grade level science TEKS, science academic vocabulary to increase rigor through classroom discussion, laboratory investigations, word walls, and science journal entries.</p>		<p>classroom teacher, instructional coach, administration</p>	<p>All students will gain proficiency in all science concepts and be able use science vocabulary appropriately.</p>				
<p>25) Individual conferences will be held with all students regarding previous state assessment and classroom assessment. This data will be compiled in a data folder and students will graph their progress on their classroom assessment and the benchmark. This information will be shared with parents at Open House and parent conferences.</p>		<p>Classroom teachers and Administration.</p>	<p>Students will be knowledgeable and accountable for their academic growth.</p>				
<p>26) 5th Grade Science instruction will be supported by our current librarian, who was previously a 5th grade science teacher. She will pull small-groups during 5th grade Special Areas to reinforce science concepts and vocabulary.</p>		<p>Administration and Librarian</p>	<p>At-risk students will have the opportunity for small group individualized instruction.</p>				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>27) Trail Blazer will deliver professional development regarding Jeff Anderson's Mentor sentences which supports the revising and editing component and the Gretchen Barnebai, Writing Across the Curriculum training to implement a powerful writing program.</p>		<p>Administration & Trailblazers</p>	<p>Mentor sentences will be utilized in Language Arts classes in grades K-5.</p>				
<p align="center">System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>28) Teachers and support staff will implement the fundamental five strategies and the Common Instructional Framework strategies into their daily lessons.</p>		<p>Administration, Interventionist</p>	<p>Strategies will be implemented with fidelity across all grade levels, allowing for quality writing for all students.</p>				

<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>29) Increase student writing performance by all grade levels following the writing scope and sequence, utilizing the writing process, using mentor texts, and sentences and conferencing with students. In addition, our Trailblazer will be collecting writing samples from each grade level every quarter. STAAR Master writing practice and Measure UP STAAR writing practice will be ordered for 4th grade. Finally, we will purchase MatMan to support Kindergarten writing.</p>		Classroom writing teachers, Administration, Interventionist, trailblazers	Increase writing scores on State Assessment, Writing samples, and performance assessment.				
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 211 Title I A - 510.00</p>							
<p>30) Previous STAAR writing samples are projected on the screen and all students are able to distinguish between good writing vs. poor writing. Student data will be compiled in a data folder and students will graph their progress on their teacher assessments, essays and the benchmark. This information will be shared with parents at Open House and parent conferences.</p>		Teachers, administration, interventionist, trailblazers	Students are aware of writing expectations and are able to understand how papers are scored, and what they need to do to be successful.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>31) Conduct regular Academic RtI meetings to monitor performance for all students identified as Special education/504/dyslexia, LEP, and create an instructional plan as support as needed.</p>	8, 9	Administrators, Counselor, Teachers, Special Education Staff, Instructional Coach	Student Data , Meeting Documentation				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>32) Conduct regular RtI meetings to monitor behavior performance for all students identified as Special education/504 using the Bridges program.</p>	8, 9	Administrators, Counselor, Teachers, Special Education Staff, Instructional Coach	Student Data , Meeting Documentation				
<p>Critical Success Factors CSF 1</p> <p>33) 4). The Special Education teachers will create intensive Programs of Instruction for the special education students who did not pass the STAAR for grades 3-5.</p>	8, 9	Principal, special education teachers.	ARD committee deliberations				
<p>34) Consistently monitor language acquisition of K-1 bilingual students. Promote fluency in both languages by sending home leveled readers in both English and Spanish for reading practice.</p>							
<p>35) Conduct LPAC meetings to create intensive program of instruction for students who fail a grading period.</p>							

36) We will continue the use of a data room to manage and review student data for the purpose of ensuring student growth.		Administration, grade levels	Displaying data will readily show teachers a student's progress				
							

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the area of reading, our students achieved 83% passing, however 45% of these students scored below 70%; In the area of math, our students achieved 91% passing, however, 40% of our students performed below 70%; 62% of our students passed the Writing STAAR; 65% of our students passed the science STAAR. Root Cause 1: Instruction in each area needs to be more rigorous</p>


Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

Performance Objective 2: POST-SECONDARY READINESS McQueeney Elementary will increase support for instruction at the Masters Grade Level.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will consistently utilize web-based resources to support student learning (ie.. StemScopes, Think Through Math, I-Station, etc..). Students have 9 mobile devices for use in the classroom with 24/7 internet access. In addition, every teacher has received AppleTV in conjunction with their iPads.</p>	8, 9	Administration, Instructional Coach, Teachers	Lesson Plans, Walkthroughs				
2) 5th grade students will complete a pre-test and a post-test to determine technology competencies.		Technology Teacher	Technology Literacy Assessment				
3) 3) Grade level teachers will take part in the Districts STEAM (Science, Technology, Engineering, Art, Math) showcasing the integration of technology used with the above disciplines. Technology Teacher will help teachers and promote STEAM.		Teachers, Technology Teacher, Administration	Showcase at the Tech/Innovation Fair				
4) K-5 Students will learn proper technique and uses for all the digital equipment on campus. Technologist will promote these uses in the Computer Lab and classrooms.		Technology Teacher, Classroom teachers support.	Digital Presentations in Computer Lab and in the classroom.				
Funding Sources: 199-General Fund - 0.00							
5) To maximize instructional time, Technology/Library have been combined in the specials rotation. Students will be afforded the opportunity to integrate Technology and Reading in such areas as research, presentation skills and the utilization of necessary library skills.		Technology Teacher, Librarian, Administrators	Students will always have library books for reading. Team teaching with Technologist and Librarian will allow for extensive research and presentations.				
<p>Critical Success Factors CSF 6</p> <p>6) Each teacher will display their college diploma in their classroom to promote college or career readiness.</p>		Administrators, Counselor, Teachers	Display of Diploma/Degrees Earned				

7) A college and career presentation will be made every grading period to promote college and career readiness and to instill pride in their future college/university.							
8) Teachers will wear their college spirit shirts to promote college and career readiness and to instill pride in students' future college/university.							
9) 5th grade students will be invited to attend Explore UT in the Spring.							
Critical Success Factors CSF 1 10) Promote teacher recommendations for GT testing in order to afford the opportunity to a more diverse GT population within the campus. We will also look to increase the number of student participation in the program. The GT teacher will support teachers in identifying characteristics for potential GT students.	8, 9	Classroom teachers, GT Teacher, Administration	Increased diversity and number of students that are GT tested at the end of the year				
Critical Success Factors CSF 1 CSF 6 11) GT teacher will incorporate skill and TEK based lesson into the GT curriculum in order to develop a deeper understanding of the grade level TEK.		GT teacher, administrator	Increase in advanced performance scores from GT identified students.				
							


Goal 1: STUDENT ACHIEVEMENT: Provide consistent and quality instruction for all students that is engaging, rigorous, relevant, motivating, and integrates technology to foster student success in college and/or careers.

Performance Objective 3: WHOLE CHILD SOCIAL-EMOTIONAL LEARNING - McQueeney Elementary will maintain and expand upon learning opportunities that support and reinforce the health and well-being of all students by addressing lifetime fitness, school attendance, and extra-curricular activities and the emotional support of all student populations.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will attend the Alamo and the Battle of Texas museum to reinforce what they have learned in Social Studies and Reading. The following TEKS will be addressed and reinforced with this field trip: 4.3A, 4.3 B, 4.6A, 4.15A, 4.16 A, 4.16D, 4.17D, 4.21B</p>		Fourth grade teachers and administration.	Students will develop a deeper appreciation and understanding of local history.				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 Title I A - 500.00</p>							
<p>Critical Success Factors CSF 5</p> <p>2) The Music teacher will organize various musical programs throughout the year (Holiday, Spring, End of Year, etc)</p>		Music Teacher, Administration	Performance Flyers and Phone Messenger, Photos of musical performances				
<p>3) Continue to provide elementary students with attendance at the Children's Theatre performance at SHS, the Mid-Texas Symphony concert at Jackson Auditorium, and band/choir performances by Saegert, the middle schools or SHS.</p>		Administration, CO staff, fine arts staff district wide	Transporation schedule, Performance flyers, Permission Slips				
<p>4) The campus will collaborate with the district's fine arts department and Seguin High School art students to provide art lessons for first and second grade students.</p>		Administrators, Teachers	Scheduled Classes				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Fifth grade students will attend HEB camp in Leakey, Texas. Science, Math. and Physical Education TEKS will turn classroom experiences into real life situations.</p>		Administrators, Teachers, Director of Outdoor Education	Scheduled Events				

Critical Success Factors CSF 5	10	PE Teacher and aide, CATCH team members, PE Facilitator for the district, Administration	Flyers, attendance at events				
6) Implement district initiative CATCH (Coordinated Approach To Child Health) Program. This includes participation in HEB Community Challenge activities							
7) Provide Jump Rope for Heart and Hoops for Heart program to educate the students on healthy eating and exercise for a healthy heart.	10	PE Teacher and aide	Campus Participation				
8) Grades 3-5 participation in the State mandated FitnessGram program. This monitors health and fitness of all students yearly.		PE Teacher and Aide	School and Parents get a final report each year. These scores are ranked at the state level and nationally.				
9) PE teacher will attend TAHPERD conference in Fort Worth for professional development to include cross curricular programming.		Administration	Students will benefit from latest physical education activities.				
Funding Sources: 211 Title I A - 396.47							
							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 1: In the area of reading, our students achieved 83% passing, however 45% of these students scored below 70%; In the area of math, our students achieved 91% passing, however, 40% of our students performed below 70%; 62% of our students passed the Writing STAAR; 65% of our students passed the science STAAR. Root Cause 1: Instruction in each area needs to be more rigorous

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 1: SAFETY - McQueeney Elementary will employ measures to maintain the safety and security of all students and staff members.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 2: NURTURING AND POSITIVE CLIMATE: McQueeney Elementary will promote and enhance a positive school climate and culture where students and staff embrace wellness, responsibility, a respect for diversity, and a respect for the learning environment.

Evaluation Data Source(s) 2:

Summative Evaluation 2:







Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 3: SCHOOL SUSPENSIONS: 1. To reduce the number of in school suspensions by 3% from 22 to 15. 2. To reduce the number of out of school suspensions by 4% from 23 to 14.

Evaluation Data Source(s) 3: TEAMS Discipline Data

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 6</p> <p>1) PBIS team will meet monthly and evaluate discipline data to make informed decisions about common core areas, as well as teachers classrooms that need additional tier 1 and 2 behavior support.</p>		Administrators, PBIS team	Monthly meeting notes, Solid Roots/DBRC data, student conduct reports, record of referrals, students receiving rewards				
Funding Sources: 199-General Fund - 0.00							

<p>Critical Success Factors CSF 4 CSF 5 CSF 6</p> <p>2)</p> <p>The school counselor will collaborate with administrators, teachers, students and parents on disciplinary concerns in order to support proactive measures to promote positive behaviors.</p>		Administrators	Discipline Reports, Solid Roots/DBRC data, Students receiving rewards				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.







Performance Objective 4: POSITIVE BEHAVIOR INTERVENTION SUPPORT: The district will implement and provide support for character and behavior models - Positive Behavior Intervention (PBIS) System, CHAMPS, Matador Challenge Program, Solid ROOTS, and Bridges to foster respect and appropriate decision-making for all campuses.

Evaluation Data Source(s) 4: Monthly PBIS Meeting Sign-In Sheets, Weekly District-Led Bridges/Solid Roots Sign-In Sheets

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Social skills lessons will be provided to all students (K-5) daily as a Tier I level of intervention. These lessons will focus on teaching students to be safe, respectful, and responsible</p>		Administrator, Counselor, Teachers	Walkthroughs, Referrals				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) Bridges will be utilized as a Tier II Behavioral support.</p>		Administrator, Counselor, Teachers	Walkthroughs, Daily Behavior Report Cards, Referrals				
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Solid Roots will continue to be further implemented and utilized as a Tier III Behavioral support.</p>		Administrator, Counselor, Teachers	Walkthroughs, Solid Roots Binders, Referrals				
<p>Critical Success Factors CSF 6</p> <p>4) The counselor will use the district approved curriculum to provide guidance lessons to support the social/emotional needs of students at the Tier II level.</p>		Administrator, Counselor, Teachers	Counselor Sign-In Sheets				
<p>Critical Success Factors CSF 6</p> <p>5) Social skills will be introduced/reinforced daily during morning assembly. A school pledge has been adopted to promote school culture and pride.</p>		Administrator, Counselor, Technology Teacher	Referrals, Rewards for demonstrating socially appropriate behaviors				

<p>Critical Success Factors CSF 6</p> <p>6) Each classroom will demonstrate evidence of PBIS based systems that are unique to the classroom.</p>		Administrator, Counselor	Walkthroughs, Referrals, Rewards for demonstrating socially appropriate behaviors				
<p>Critical Success Factors CSF 6</p> <p>7) Each classroom will utilize C.H.A.M.P.S. as a common/proactive classroom management tool.</p>		Administrator, Counselor, Teachers	Walkthroughs, Referrals, Rewards for demonstrating socially appropriate behaviors				
<p>Critical Success Factors CSF 6</p> <p>8) Participate in Red Ribbon Week, anti-violence/anti-bullying prevention strategies and other positive campus/district/national initiatives.</p>		Administrator, Counselor, Teachers	Newsletters, Agendas				
<p>Critical Success Factors CSF 6</p> <p>9) 5th Grade Students will participate in the D.A.R.E. Program to learn positive ways to avoid negative pressures and choices.</p>		Administrator, Counselor, Teachers, Seguin Police Department	Calendared events, Discipline Data				
<p>Critical Success Factors CSF 6</p> <p>10) Coordinate with the district inspection of the campus to ensure proper operation of essential systems at the beginning of the year. Participate in the overall campus cleanliness inspections twice a year.</p>		Administrators	Inspection Documentation				
<p>Critical Success Factors CSF 6</p> <p>11) Conduct monthly safety drills per guidelines</p>		Administrators	Drill Documentation Form				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 5: ATTENDANCE: To increase the attendance rate from 94.8% to 96%%.

Evaluation Data Source(s) 5: TEAMS Attendance Reports, TEA Reports

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>1) Teachers will post a banner outside of their classroom each day that they have 100% of their students in attendance.</p>		Principals, Attendance Clerk, Teachers, Instr. Coach/Specialist	Attendance Reports				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4</p> <p>2) Each nine weeks, the name of student who had perfect attendance will be drawn for a prize.</p>		Administrators, Attendance Clerk, Teachers, Instr. Coach, Counselor	Attendance Reports				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>3) Each nine weeks, all students with perfect attendance will receive a certificate and recognition at an assembly.</p>		Administrators, Attendance Clerk, Teachers, Counselor	Attendance Reports				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>4) Participate in the district's truancy intervention program to track and monitor students with attendance concerns.</p>		Administrators, Attendance Clerk, Teachers, Counselor	Attendance Reports, Meeting Documentation				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>5) School will promote attendance by making calls in the morning and sending parents/guardians notices from the attendance office when a student accrues 5 or more absences.</p>		Administrators, Attendance Clerk, Teachers, Counselor,	Attendance Reports, Records of attendance notices, Meeting Documentation				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 6: CLIMATE: All campuses will promote and enhance a positive school climate and culture where students and staff embrace responsibility, a respect for diversity, and a respect for the learning environment.

Evaluation Data Source(s) 6: PEIMS student discipline and attendance reports, staff attendance reports, staff, parent, and student surveys, and Campus Performance Review and Support observation reports of campus climate components.

Summative Evaluation 6:

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 7: SECURITY: Continue to implement and utilize up-to-date security measures - cameras, visitor identification system (Raptor), controlled access, and safety protocols.

Evaluation Data Source(s) 7: Raptor Report, Safety Reports

Summative Evaluation 7:

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 8: BULLY PREVENTION: In order to create a climate where students feel safe and secure from harassment and intimidation, the campus will utilize a Bully Prevention program and system for reporting.

Evaluation Data Source(s) 8: Bully Report, PEIMS Discipline report

Summative Evaluation 8:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Participate in Red Ribbon Week, anti-violence/anti-bullying prevention strategies and other positive campus/district/national initiatives, such as "No Place For Hate", Character Education Week, Unity Day, No Name Calling Week, and The Great kindness Challenge.							

Goal 2: A SAFE & NURTURING ENVIRONMENT: Create a safe, nurturing, positive, and secure learning environment for students and staff.

Performance Objective 9: EMERGENCY OPERATING PLAN: Campus employees will be trained on the emergency operations plan components.

Evaluation Data Source(s) 9: Campus EOP Committee meeting schedule, agendas and minutes, EOP readiness drills report

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Monthly drills will be scheduled to practice for emergencies.</p>		Admin. team					
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 1: PARENT INVOLVEMENT: Offer programs and activities to involve parents and family members and seek meaningful consultation with parents.

Evaluation Data Source(s) 1: Sign-in sheets from campus and district events

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Parent volunteer forms will be distributed at registration to ascertain ways in which parents would like to partner with the school.</p>		Administrators, Counselors, SPVO officers	Increase the number of parents on the official volunteer list and SPVO will be a more active group				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Continue to encourage family involvement by sponsoring family participation nights, to include Math/science Night and Family Reading Night & For the Love of Reading.</p>		Administrators, Counselor, Teachers, SPVO.	Increase parental involvement in their child's education.				
Funding Sources: 211 Parental Involvement - 1752.00							
3) Conduct a meeting to jointly review and develop the Parent Involvement Plan and School-Parent compact.		Principal	Parents will feel comfortable being a part of their child's education.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>4) Parents will be invited to Family Reading nights to celebrate the joy of reading with their children. This will reinforce content and increase family and community involvement.</p>		All staff.	An increase in parental involvement in their children's education.				
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>5) Parents will be invited to a Math night to reinforce strategies that have been taught. This will reinforce content and increase family and community involvement.</p>		All staff	Parents will gain a better understanding of the curriculum that is being taught, along with strategies used in a classroom setting.				

Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 2: PUBLIC RELATIONS & COMMUNICATIONS: Promote McQueeney Elementary while embracing diversity and celebrating successes of students, staff and District through distribution of newsworthy items and delivery of key messages. Communicate campus information to the community through consistent and timely messages to include McQueeney website, social media, and printed materials.

Evaluation Data Source(s) 2: Copies of newsletters, news releases, and other publicity samples highlighting the school and district

Summative Evaluation 2:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Promote the success of our students by sharing newsworthy information, photos, and other means of communication with the district PIO and/or on the campus website, Facebook page, newsletters and other means of campus communication</p>		Administrators, Faculty	Shared publications, photos and information on district and campus sites as well as community through the newspaper, KWED Daily News, etc.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 3: PARTNERSHIPS: Foster business and community partnerships through active participation in community-based opportunities and events.

Evaluation Data Source(s) 3: Sign-in sheets, flyers

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) The campus will continue to collaborate with Texas Lutheran University in the RSVP and America Reads programs to support learning in the classroom.</p>		Administrators, Counselor, Instructional Coach, Teachers, TLU Personnel	Sign-in Logs, Schedules				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>2) Continue partnerships with local businesses/organizations to promote the image of SISD and the campus (McQueeney Baptist Church, McQueeney Lions Club, McQueeney VFW, McQueeney Fire Department...)</p>		Administrators, Faculty	Events, Documented Communication				
<p>Critical Success Factors CSF 3 CSF 6</p> <p>3) Host an annual event to acknowledge and give appreciation to the veterans within the community</p>		Administrators, Counselor, Librarian	Flyers, Sign-In Sheets				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 4: PARENT CENTER: The campus will develop a center where parents feel comfortable coming to learn new parenting skills, and how to provide academic support and post-graduate opportunities for their children. (DIRECTION: 6.1.1)

Evaluation Data Source(s) 4: Rosters of parents attending meetings, parental survey relating to activities

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Monthly activities will be scheduled whereby parents are invited to the school.</p>		Administrators, Counselor	Sign-in sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent surveys will be conducted to assess/support familial needs in partnering in supporting their children's growth.</p>		Administrators, Counselor	Surveys conducted, Sign-in sheets				









✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

Goal 3: PARENT, FAMILY & COMMUNITY ENGAGEMENT: Promote the Seguin ISD Vision, Mission, and Goals while building strong family and community partnerships for our district and schools.

Performance Objective 5: COMMUNICATION: Communicate District information to the community through consistent and timely messages to include SISD website, social media, printed materials, media releases, and meetings with editors/reporters, and stakeholders.

Evaluation Data Source(s) 5: Copies of newsletters, news releases, and other publicity samples highlighting the school and district

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) The campus and teacher web pages will be updated with links to websites that may provide academic and social supports.</p>		Administrators, Technology Teachers	Webpage Visits				
<p>Critical Success Factors CSF 5</p> <p>2) A campus-based "Facebook" will be further implemented to communicate with parents in a timely manner.</p>		Administrators, Technology Teacher, Parent Liaison	Webpage Visits				
<p>Critical Success Factors CSF 5</p> <p>3) The automated caller will be utilized to remind/invite parents to campus events.</p>		Administrators	Log of messages sent				
<p>Critical Success Factors CSF 6</p> <p>4) The school marquee will be utilized to communicate with campus events with parents.</p>		Administrators, Secretaries, Head Custodian	Completed postings				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 4: OPERATIONAL EFFECTIVENESS & EFFICIENCY: Ensure that the district makes fiscally sound decisions that support student achievement and maintains a strong financial position.

Performance Objective 1: STEWARDSHIP: Exhibit responsible stewardship of campus funds by using innovative ways to meet the current and emerging needs of all students to include: Pursuing alternative funding sources such as competitive grants, efficient use of available resources, exploring cooperative opportunities, and providing optimal staffing, facilities, and technology to meet the needs of all students.

Evaluation Data Source(s) 1: Monthly review of Munis campus budget reports

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 3</p> <p>1) The school budget will comply with all federal and state guidelines.</p>		Administrators	Campus Budget, Purchase Orders				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Conduct a spring Needs Assessment to begin in March 2015 to begin to determine budgetary needs for the 2015-2016 school year.</p>		Administrators, Counselor, Teachers	Needs Assessment, Budget, Academic and Discipline Data				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 1: EQUITABLE STAFFING: To ensure that McQueeney equitably staffed with effective teachers and administrators.

Evaluation Data Source(s) 1: District ESSA Equity Plan

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Ensure that all candidates interviewed and/or hired meet the highly qualified requirements	3	Administrator	Human Resource Data, S.B.E.C.				

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 2: RECRUIT,SUPPORT, RETAIN EFFECTIVE TEACHERS & ADMINISTRATORS: The McQueeney will recruit, support and retain a diverse population of highly qualified, effective teachers, administrators, and support staff.

Evaluation Data Source(s) 2: District Professional Development Plan Report, including: Workshop, ESC13, and professional conferences, Eduphoria report of professional development attendance

Summative Evaluation 2:

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 3: APPRAISAL: Evaluate teacher effectiveness in the classroom utilizing formative and summative data, including but not limited to, T-TESS/ATR, evaluations, walk-through information, student feedback, and value-added data. Staff development and support plans will be developed based on teacher performance as needed. Campus principals will conduct quality documented walkthroughs to assess & monitor classroom instruction.

Evaluation Data Source(s) 3: Walk-through data in Eduphoria, Teacher reflection reports, TTESS documentation

Summative Evaluation 3:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Administrators will conduct a minimum of 10 documented walk-throughs each per week.		Administrators	Walkthrough Data in Eduphoria				

Goal 5: HUMAN RESOURCES: Build a highly effective workforce through strategic recruitment, professional development, mentoring and organizational support to retain effective teachers, principals and other instructional staff.

Performance Objective 4: MENTORING AND TRAINING: Implement and evaluate on-going differentiated staff development to ensure teacher needs are being met, and provide a mentoring program for new teachers and administrators

Evaluation Data Source(s) 4: District Professional Development Plan Report, including: Workshop, ESC13, and professional conferences

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Professional Development opportunities will be made available to teaching staff.</p>		Administrators	Teachers should be able to implement strategies or concepts learned at conference.				
<p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: 211 Title I A - 2285.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: In the area of reading, our students achieved 83% passing, however 45% of these students scored below 70%; In the area of math, our students achieved 91% passing, however, 40% of our students performed below 70%; 62% of our students passed the Writing STAAR; 65% of our students passed the science STAAR. Root Cause 1: Instruction in each area needs to be more rigorous</p>

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	27	Trail Blazer will deliver professional development regarding Jeff Anderson's Mentor sentences which supports the revising and editing component and the Gretchen Barnebai, Writing Across the Curriculum training to implement a powerful writing program.
1	1	28	Teachers and support staff will implement the fundamental five strategies and the Common Instructional Framework strategies into their daily lessons.
1	1	29	Increase student writing performance by all grade levels following the writing scope and sequence, utilizing the writing process, using mentor texts, and sentences and conferencing with students. In addition, our Trailblazer will be collecting writing samples from each grade level every quarter. STAAR Master writing practice and Measure UP STAAR writing practice will be ordered for 4th grade. Finally, we will purchase MatMan to support Kindergarten writing.
2	5	1	Teachers will post a banner outside of their classroom each day that they have 100% of their students in attendance.
2	5	2	Each nine weeks, the name of student who had perfect attendance will be drawn for a prize.
2	5	3	Each nine weeks, all students with perfect attendance will receive a certificate and recognition at an assembly.
2	5	5	School will promote attendance by making calls in the morning and sending parents/guardians notices from the attendance office when a student accrues 5 or more absences.

State Compensatory

Personnel for McQueeney Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ileen Rangel	Parent Liaison	Parent Involvement	

Title I

5: Strategies to attract highly qualified teachers

Strategies to attract highly qualified teachers

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michelle Mize	Interventionist	Title I	.50
Rhonda Jubela	Instructional coach	Title I	.70

Plan Notes

Can include school history or other information....