

**Lamar Consolidated Independent School District**  
**McNeill Elementary**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

## Vision

McNeill Elementary prepares students to become individuals who:

Show respect for all,

Demonstrate integrity in everything they do,

Possess the courage to go above and beyond,

Have ambition for a bright future,

And the ability to build friendships within a diverse community.

## Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Priority Problem Statements .....	14
Comprehensive Needs Assessment Data Documentation .....	15
Goals .....	17

Goal 1: Overall each grade level, Pre-Kindergarten through 5th grade, will increase Masters Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2024-2025 school year as measured by STAAR ELAR (3rd-5th), Map Fluency (K-2nd) and Circle (Pre-K). .....	17
Goal 2: Overall each grade level 1st-5th grade will increase Masters Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2024-2025 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd). .....	21
Goal 3: Grade 5 Science will increase Approaches Grade Level Expectations Standards by 6% in the 2024-2025 school year as measured by STAAR Science assessment. ....	24
Goal 4: McNeill Elementary will attract, recruit, and engage staff, parents, guardians, and community organizations to maximize resources to enrich student learning. ....	27
Goal 5: Emergent Bilingual students in grades K-5 will increase their Advanced High Writing proficiency by at least 10% as measured by the 2024-2025 TELPAS assessment. ....	30
State Compensatory .....	32
Budget for McNeill Elementary .....	32
Personnel for McNeill Elementary .....	32
Title I Personnel .....	33
Campus Funding Summary .....	34

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics

##### *Gender*

Male - 51.41%

Female - 48.59%

##### *Ethnicity*

Hispanic-Latino - 23.48%

##### *Race*

American Indian - Alaskan Native - 0.22%

Asian - 22.72%

African American/Black - 31.74%

Native Hawaiian or Pacific Islander - 0.11%

White - 17.93%

2 or more - 3.80%

Emergent Bilingual - 45.00%

Dyslexia - 0.98%

Gifted & Talented - 6.63%

Economically Disadvantaged - 44.67%

Special Education - 11.96

#### Student Achievement

<b>2024 Overall 5<sup>th</sup> Reading STAAR 93% , Overall 5<sup>th</sup> Math STAAR 92% Overall 5<sup>th</sup> Science STAAR 72%</b>
2024 Overall 4 <sup>th</sup> Reading STAAR 91%, Overall 4th Math STAAR 89%,
2024 Overall 3 <sup>rd</sup> Reading STAAR 89%, Overall 3rd Math STAAR 87%

**Family and Community Involvement**

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

**Curriculum, Instruction, and Assessment**

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

**Staff Quality, Recruitment, and Retention**

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

**School Culture and Climate**

<b>McNeill staff has decided to implement the McNeill Essentials based off Ron Clark’s Essential 55 to help create a unified campus culture through the consistent implementation of agreed upon campus norms and expectations. McNeill has also adapted the Ron Clark House System to build community amongst, staff, students, and parents.</b>
McNeill is a No Place for Hate Campus.
McNeill has a Girls Above Society and Men in the Making Mentoring programs to address the social emotional needs of the 5th grade girls and boys.
McNeill students receive Character Counts as the Social Emotional Learning Curriculum.

**School Organization**

**As a campus we are utilizing every part of the instructional day to increase student achievement by planning instruction that utilizes highly effective strategies and through extending the school day to include morning and after school tutorials.**

We have built in the schedule time during the day for teachers to implement interventions.

Students have the opportunity to participate in extracurricular activities including: National Elementary Honor Society, Library Helpers, Media Team, Safety Patrol, House Leaders, Choir, Rhythm Club, Cheer, Intramural Club, Lego Club and Cinematography Club.

**Technology**

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

Students have access to at least 3 iPads per classroom. Teachers who have participated in Interact have more devices available to them.

There are at least 2 computers in each classroom. The school has 10 laptop carts with approximately 25 computers in each cart as well a computer lab with 25 desktop computers for students to access in order to utilize technology in the classroom. Additional laptops were provided by the district to help with distance learning needs of families.

There is need for students to have access to more devices to prepare for the demands of all online testing for STAAR and TELPAS.

Students use Canvas as a learning management platform to access content.

**Teaching and Learning**

Identified Problems	Proposed Strategies
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*Student Achievement*

**Early Childhood Literacy Campus Outcome Goal**

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

Yearly Target Goals

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

**Early Childhood Literacy Campus Outcome Goal**

**Closing the Gaps Student Groups Yearly Targets**

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

**Early Childhood Math Board Outcome Goal**

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

Yearly Target Goals

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

**Early Childhood Math Board Outcome Goal**

**Closing the Gaps Student Groups Yearly Targets**

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

Identified Problems	Proposed Strategies
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<p><b>K-2 Reading: 70% met or exceeded the End of the Year GRA expectations. This is a negative 2% difference from last year of 72% student meeting or exceeding expected reading levels.</b></p>	<p><b>Train all K-2nd Reading Teachers and administrators on the Next Steps Forward in Guided Reading model to ensure a consistent method of teaching guided reading is being used vertically. Ensure that all K-2 teachers have the necessary resources to implement the program from day one.</b></p>
	<p>Provide Dyslexia Intervention for students who qualify through SPED.</p>
	<p>Increase student access to authentic literature in the library and the classroom libraries.</p>
	<p>Utilize UFLI phonics-based program for all kindergarten through 2nd grade students. Ensure that this is the foundational priority for the ELAR Block.</p>
	<p>Provide intervention for K-2nd grade students who are reading below level or who demonstrated deficiencies through Merlin Time and additional support with the Reading Interventionist.</p>

<p><b>K-2 Reading: 70% met or exceeded the End of the Year GRA expectations. This is a negative 2% difference from last year of 72% student meeting or exceeding expected reading levels.</b></p>	<p><b>Train all K-2nd Reading Teachers and administrators on the Next Steps Forward in Guided Reading model to ensure a consistent method of teaching guided reading is being used vertically. Ensure that all K-2 teachers have the necessary resources to implement the program from day one.</b></p>
<p>3rd-5th Grade students decreased 3% (Approach) and 5% (Meets).</p>	<p>Provide intervention before school, during school, and after school for students who demonstrate deficiencies or disengagement due to virtual learning, who are identified At-Risk, HB1416 or underperforming throughout the year to increase student achievement and meet the TEA Early Childhood Literacy Outcomes.</p>
	<p>The Literacy Coach will provide staff development sessions to facilitate the improvement of teacher's Tier I instruction. Topics include but not limited to Map Reading Fluency, TX-KEA, differentiated instruction, small group, effective guided reading instruction, running records, instructional centers, and balanced literacy.</p>

<p><b>3rd-5th Grade students overall did not meet the 90-60-30 for STAAR Math. McNeill missed the 90% approaches by 1%.</b></p>	<p><b>Train teachers on Number Talks and number fluency to increase student mental math.</b></p>
	<p>Ensure that all K-3rd grade teachers are following the district guided math protocol as they learned from the Guided Math Cadre.</p>
	<p>Purchase manipulatives for students to use to build their concrete math skills.</p>
	<p>All Pre-K -3rd grade teachers will complete the Science of Reading Academies by the end of 2023.</p>
	<p>Ensure teachers are using the Concrete, Pictorial, Abstract model to build student understanding on math concepts.</p>
	<p>Provide intervention for students who do not demonstrate understanding of the prerequisite math skills assessed on the screener at the beginning of the year through MAP , who are identified as a student who needs HB4545 Tutorials and who are At-Risk of not meeting STAAR criteria.</p>
	<p>Utilize Dreambox Learning consistently K-5 to help build students' conceptual understanding of mathematical content.</p>
	<p>Purchase First in Math online math tool as a supplement to math instruction to help students build numerical fluency K-5.</p>
	<p>Train teachers to use language acquisition strategies to help students acquire academic language of the discipline.</p>

<b>5th Grade science students did not meet the 90-60-30 benchmark for STAAR. Students were 72% Approaches, 36% Meets, and 17% Masters.</b>	<b>Provide intervention before school, during school, and after school for students who demonstrate deficiencies or disengagement in science due to virtual learning, who are identified At-Risk or underperforming throughout the year to increase student achievement.</b>
	Sheltered strategies will be used to teach science academic vocabulary and materials will be purchased to address these needs.
	Teachers of At-Risk and Economically Disadvantaged, and SPED students will receive training on differentiating science instruction through a variety of strategies and materials.
	Provide field experiences to students to expose them to real-world application of science concepts.

*At-Risk Student Services / Drop-Out Prevention*

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

**School Culture, Climate, and Leadership Effectiveness**

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

### Teacher Quality and Retention

Identified Problems	Proposed Strategies
<b>McNeill's goal is to increase the percentage of ESL Certified teachers from 94% to 100%.</b>	<b>Recruit teachers who are ESL Certified.</b>
	Teachers who are not certified will participate in the ESL Exam Preparation Cohort to prepare them for the examination.
	Provide embedded on-going professional development to support ESL Certified teachers.
Retain effective teachers and develop them professionally.	Ensure new teachers are supported by highly qualified mentors.
	Meet monthly with new to McNeill teachers and provide them with support.
	Ensure that teachers know that there are open lines of communication to voice their concerns through communication.
	Continue to hire teachers, paraprofessionals, and supplemental staff including an Academic Facilitator to assist At-Risk students achieve academic success.

## Community and Student Engagement

Identified Problems	Proposed Strategies
<b>With McNeill having students who speak 33 different languages other than English, there is a need to be able to effectively communicate and engage with parents from a multilingual community</b>	<b>Use the Parent Engagement facilitators and Project Learn to provide training to parents of our EBs.</b>
There is a need to increase partnerships with local businesses/ community organizations to help fund or provide access to educational opportunities for students.	Seek partnerships through social media and/or business owners in the community to sponsor educational opportunity extension activities build student background knowledge and enhance the student educational experiences. Utilize fundraising opportunities through the PTO to expand student educational opportunities.
There is a need to increase opportunities for families to engage with staff and the community to improve student outcomes.	Provide at least one family engagement activity per semester (Math/Science, Literacy, Healthy Living, and Cultural Diversity).

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

## Employee Data

- State certified and high quality staff data

## Parent/Community Data

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

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







# Goals

**Goal 1:** Overall each grade level, Pre-Kindergarten through 5th grade, will increase Masters Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2024-2025 school year as measured by STAAR ELAR (3rd-5th), Map Fluency (K-2nd) and Circle (Pre-K).





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Instructional Coach will provide staff development sessions to facilitate the improvement of all students' Tier I instruction in all sub-populations by using balanced literacy and guided reading with fidelity. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Running Records, Walkthrough/Observations, Lesson Plans, Student Artifacts Summative- Map Reading Fluency/TX-KEA End of Year Reports will demonstrate students meeting grade level expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Pre-K Personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$220,019.24, Technology resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,734, Instructional resources - 199 PIC 25 State Bilingual/ESL - \$5,000</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Vertical teams will be implemented to align campus reading comprehension strategies across grade levels including writing strategies to compose both extended constructed responses (ECR) and short constructed responses (SCR).</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Data protocols and trackers will be implemented to monitor instruction in order to improve student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Writing conventions, mechanics, and structure will be taught with fidelity in K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**Goal 1:** Overall each grade level, Pre-Kindergarten through 5th grade, will increase Masters Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2024-2025 school year as measured by STAAR ELAR (3rd-5th), Map Fluency (K-2nd) and Circle (Pre-K).

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Tutoring will be provided to identified students in grades 3-5 in preparation for the STAAR exam. Appropriate instructional resources will be provided to meet expectations and improve learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Lesson Plans, Student Artifacts Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Literacy Coach, and Academic Facilitator, Tutor</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Tutoring Pay (Outside Tutor) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$6,498, Tutoring Pay (Staff) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,666</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Enhance academic language supports for Emergent Bilingual (EB) students. Professional development and instructional resources will be provided to meet expectations and improve learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p> <p><b>Funding Sources:</b> Tutoring Pay (Staff) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,733.76</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 1:** Overall each grade level, Pre-Kindergarten through 5th grade, will increase Masters Grade Level Expectations Standards by 7-10% on their reading end of year assessment in the 2024-2025 school year as measured by STAAR ELAR (3rd-5th), Map Fluency (K-2nd) and Circle (Pre-K).

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Item analysis will be completed after campus and district assessments using data from Eduphoria Aware and MAP during PLCs to determine areas requiring instructional shifts and students who will require additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Eduphoria, MAP Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data protocols will be implemented to monitor instruction in order to improve student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** Overall each grade level 1st-5th grade will increase Masters Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2024-2025 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The Instructional Coach will provide staff development sessions to facilitate the improvement of all students' Tier I instruction in all sub-populations by using guided math and district resources with fidelity. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Funding Sources:</b> Technology resources - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,733, Technology resources - 199 PIC 25 State Bilingual/ESL - \$1,750</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Vertical teams will be implemented to align high-yielding instructional strategies that impact Tier I instruction for student learning by discussing and defining grade-level Learning Intentions and Success Criteria across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Data protocols and trackers will be implemented to monitor instruction in order to improve student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC, Data Trackers Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





**Goal 2:** Overall each grade level 1st-5th grade will increase Masters Grade Level Expectations Standards of 7-10% on their math end of year assessment in the 2024-2025 school year as measured by STAAR Math (3rd-5th) or the End of Year MAP Math Universal Screener (1st-2nd).

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Enhance academic language supports for Emergent Bilingual (EB) students. Professional development and instructional resources will be provided to meet expectations and improve learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
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	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Item analysis will be completed after campus and district assessments using data from Eduphoria Aware and MAP during PLCs to determine areas requiring instructional shifts and students who will require additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Eduphoria, MAP Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data protocols will be implemented to monitor instruction in order to improve student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 3:** Grade 5 Science will increase Approaches Grade Level Expectations Standards by 6% in the 2024-2025 school year as measured by STAAR Science assessment.





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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Instructional Coach will provide staff development sessions to facilitate the implementation of the new Science TEKS with emphasis on 3-dimensional practices. Appropriate resources will be provided to meet expectations and improve both teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Walkthrough/Observation, Lesson Plans, Student Artifacts Summative: Campus, District and State Level Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principal, Instructional Coaches, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will increase the number of investigations for students to provide real-world applications with their learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Vertical teams will be implemented to align science writing strategies to compose effective Claim Evidence Reasoning (CER) responses.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Sheltered strategies will be used to teach science academic vocabulary and skills. Appropriate instructional resources will be provided to meet expectations and improve both teaching and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			




**Goal 3:** Grade 5 Science will increase Approaches Grade Level Expectations Standards by 6% in the 2024-2025 school year as measured by STAAR Science assessment.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Tutoring will be provided to identified students in grade 5 to prepare for the STAAR exam. Appropriate instructional resources will be provided to meet expectations and improve learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p> <p><b>Funding Sources:</b> Tutor Pay (staff) - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$1,666</p>	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			


**Goal 3:** Grade 5 Science will increase Approaches Grade Level Expectations Standards by 6% in the 2024-2025 school year as measured by STAAR Science assessment.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Item analysis will be completed after campus and district assessments using data from Eduphoria Aware and MAP during PLCs to determine areas requiring instructional shifts and students who will require additional support.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Eduphoria, MAP Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Data protocols and trackers will be implemented to monitor instruction in order to improve student progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			





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

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will have the opportunity to participate and be recognized for their participation in extra-curricular activities. These activities may include but are not limited to: Choir, Library Helpers, Media Team, National Elementary Honor Society, Cinematography Club, Science Olympiad , and UIL.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative: Attendance sheets Summative: End of Year Awards</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Emergent Bilingual Coach, Teachers, Librarians, Counselors</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Continue to implement the House System to provide opportunities for team building, collaboration and problem-solving.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student interactions resulting in a decrease in student discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach, Teachers, Counselors, Librarian</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

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





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

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Host a career day to spotlight various career opportunities for students. <b>Strategy's Expected Result/Impact:</b> Increased awareness of post-graduation career opportunities <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide a minimum of two (2) family engagement activities per semester. <b>Strategy's Expected Result/Impact:</b> Sign -in sheets <b>Staff Responsible for Monitoring:</b> Instructional Coach, Emergent Bilingual Coach, Teachers, Librarians, Counselors  <b>Funding Sources:</b> International Festival Supplies - 199 PIC 25 State Bilingual/ESL - \$600	Formative		
	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 3:** PBIS will be implemented school-wide to improve student behavior and outcomes.


**Evaluation Data Sources:** Discipline data, Walkthroughs/Observations

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Common language will be displayed school-wide to positively reinforce behaviors and campus expectations.  <b>Strategy's Expected Result/Impact:</b> Decrease in disruptions throughout school day.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Instructional Coach, Emergent Bilingual Coach, Teachers   <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Recognize positive behavior through celebrations and recognition programs to foster a positive culture and enhance student learning.  <b>Strategy's Expected Result/Impact:</b> Increased in positive behavior and motivated learners.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Counselors, Instructional Coach, Emergent Bilingual Coach, Teachers</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Emergent Bilingual students in grades K-5 will increase their Advanced High Writing proficiency by at least 10% as measured by the 2024-2025 TELPAS assessment.


**Performance Objective 1:** Provide professional development, train, and collaborate with the Department of Multilingual Education on effective Content Based Learning Instruction strategies and/ or effectively linguistically accommodating content.

**Evaluation Data Sources:** Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC  
Summative - Campus, District, and State level assessments

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will implement academic vocabulary that includes content specific vocabulary as well as additional words necessary to express understanding of academic content. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Teachers will implement Lead4ward Discourse Strategies to increase opportunities for Emergent Bilingual students to engage in academic dialogue. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Purchase materials and book sets to be used for Tier 1 teaching , including but not limited to a reading library, vocabulary flash cards, and vocabulary games for EB students. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Emergent Bilingual Coach  <b>Funding Sources:</b> Materials and resources - 199 PIC 25 State Bilingual/ESL - \$4,600</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

**Goal 5:** Emergent Bilingual students in grades K-5 will increase their Advanced High Writing proficiency by at least 10% as measured by the 2024-2025 TELPAS assessment.

**Performance Objective 2:** Develop high-yield instructional strategies for language development during the PLC time used during Tier 1 instruction.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Teachers of emergent bilingual students will receive professional development including the writing ELPS into everyday lessons , academic vocabulary instruction, and culturally proficient teaching for multi-lingual learners by the ALP Department.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - PLC, Lesson Plans, Walkthroughs/Observations Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Teachers will utilize Summit K12 to practice language development.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance on TELPAS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Vertical teams will be implemented to align instructional strategies according to student proficiency levels to improve emergent bilingual student writing.</p> <p><b>Strategy's Expected Result/Impact:</b> Formative - Walkthrough/Observations, Lesson Plans, Student Artifacts, PLC Summative - Campus, District, and State level assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Emergent Bilingual Coach</p>	<b>Formative</b>		
	<b>Feb</b>	<b>Apr</b>	<b>June</b>
			

# State Compensatory

## Budget for McNeill Elementary

**Total SCE Funds:** \$236,717.24

**Total FTEs Funded by SCE:** 5

### Brief Description of SCE Services and/or Programs

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

## Personnel for McNeill Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aerial Valdez	Pre-Kindergarten Aide	1
Crystal Robinson	Pre-Kindergarten Aide	1
Dawnyel Gaines	Pre-Kindergarten Aide	1
Manixa Patel	Pre-Kindergarten Aide	1
Robyn Talley	Pre-Kindergarten Teacher	1



# Title I Personnel

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

# Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-K Personnel		\$220,019.24
1	1	1	Technology resources		\$1,734.00
1	2	1	Tutoring Pay (Outside Tutor)		\$6,498.00
1	2	1	Tutoring Pay (Staff)		\$1,666.00
1	2	2	Tutoring Pay (Staff)		\$1,733.76
2	1	1	Technology resources		\$1,733.00
2	2	2	Tutor Pay		\$1,667.00
3	2	1	Tutor Pay (staff)		\$1,666.00
<b>Sub-Total</b>					\$236,717.00
<b>Budgeted Fund Source Amount</b>					\$236,717.00
<b>+/- Difference</b>					\$0.00
199 PIC 30 State SCE Title I-A, Schoolwide Activit					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional resources		\$5,000.00
2	1	1	Technology resources		\$1,750.00
4	2	2	International Festival Supplies		\$600.00
5	1	4	Materials and resources		\$4,600.00
<b>Sub-Total</b>					\$11,950.00
<b>Budgeted Fund Source Amount</b>					\$12,420.00
<b>+/- Difference</b>					<b>\$470.00</b>

199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				<b>Grand Total Budgeted</b>	\$249,137.00
				<b>Grand Total Spent</b>	\$248,667.00
				<b>+/- Difference</b>	\$470.00