

McKinney Independent School District

McNeil Elementary

2023-2024 Improvement Plan



Board Approval Date: October 23, 2023
Public Presentation Date: October 23, 2023

Mission Statement

We invest in our future by providing a safe environment to engage, educate and empower every student, every day.

Vision

EVERY STUDENT, EVERY DAY!

Core Beliefs

We believe:

- In our students
- Everyone has inherent value and deserves to be treated with dignity and respect in a safe learning environment
- Learning is an active process involving students and parents to ensure that every student has an excellent education
- Every student needs an avenue to be engaged with their campus activities
- In recruiting and retaining the best staff for our students
- Staff is our greatest resource
- All staff should focus on student outcomes
- In creating an environment that fosters authentic partnerships with the whole community

- In providing open and honest two-way communication that builds trust toward creating a thriving learning environment
- Financial stewardship ensures a tomorrow for education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McNeil Elementary is proud to serve a diverse population of 391 students in grades Kindergarten through Fifth Grade. We also serve two self-contained special education classrooms for students with behavioral and emotional disabilities. Our campus demographics have become more diverse over the last few years. Our current student population is comprised of 34% White, 6% Asian, 15% Hispanic, 36% African American students, and 9% two or more races. The English Learner population is 6%; Special Education population is 19%; and the Economically Disadvantaged population is 55%. McNeil's student population remains increasingly mobile with many students moving in and out of our enrollment.

Demographics Strengths

McNeil has a diverse student population that continues to grow and change. Our students come with a wide range of personal and school experiences, which provides us with the opportunity to explore and provide meaningful experiences for them.

Student Achievement

Student Achievement Summary

We will use our 2022-2023 STAAR data when planning for all students. Our campus rating has yet to be determined. Third grade Reading Approaches improved to 78%, up 11% from the previous year; Meets improved from 46 to 58%, Masters fell to 18%. Math scores across all grade levels showed decline as compared to reading. Third grade Math Approaches increased from 68 to 72%; Meets dropped to 26%; and Masters from 18 to 13%. Fourth grade Reading Approaches fell from 78 to 76%; Meets from 60 to 43%; and Masters from 29 to 15%. Fourth grade Math Approaches went from 67 to 50%; Meets from 41 to 30%; and Masters from 18 to 13%. Fifth grade Reading gains were Approaches from 85 to 86%; Meets went up from 52 to 58%; and Masters went from 32 to 30%. We saw huge gains Fifth grade Math results. Approaches went from 71 to 87%; Meets went from 36 to 56%; and Masters gained a bit from 27 to 28%. Math continues to be an area of need for all three grade levels.

Student Achievement Strengths

We continue to see growth in Reading achievement for our students in Kindergarten through 2nd grade. Our focus the last four years on Guided Reading and Balanced Literacy at those levels has produced positive results. We also saw gains in 5th graders for reading and math for the second year in a row.

School Culture and Climate

School Culture and Climate Summary

McNeil continues to be proud of the spirit of belonging and the positive welcome our visitors encounter from the moment they enter the front office. We pride ourselves on welcoming families and community members to be an active part of our McNeil Community. Our parents and families have continue to show so much support and actively participate in events throughout the year. We held our third annual Community Block Party before school started and, again, had a record turnout and received much positive feedback from our community. McNeil Elementary is rich in traditions (Mustang Roundup, PTO family events, Read Across America, our Mustang Creed, etc.). We have a very active and visible PTO. We will continue our partnership with our community supporters--Randolph Brooks Federal Credit Union (RBFCU) and Preston Trail Community Church. These partners provide support in many areas for our staff and students. In 2023-2024, McNeil will continue to build on HRS Level 1--Safe and Secure Environment--and Level 2--Effective Instruction in Every Classroom while learning about Level 3--Guaranteed and Viable Curriculum--and collecting evidence for certification.

School Culture and Climate Strengths

McNeil staff began the implementation of Restorative Practices during the 2017-2018 school year. Restorative Practices focuses on teaching students social and behavioral strategies and skills, rather than just issuing consequences. Students are taught empathy and how to consider the impact of their actions on others. We will continue using Restorative Practices this school year, which will mesh seamlessly with McKinney ISD's Live Kind initiative. We look forward to enhancing these initiatives to continue to cultivate a campus of kindness and mutual respect. Campus "LEAD" expectations are posted throughout the building, and every classroom participates in daily connections through Community Circles. We also developed a campus wide Behavior Flowchart to ensure consistency in strategies to address student behaviors. In addition, we will strive to ensure that every student, especially given our high mobility rate, will feel a sense of belonging both at McNeil and in McKinney ISD.

We are also proud to think of our McNeil staff as family. Celebrations with our staff are held frequently to allow opportunities to share our successes and build on our sense of family. We have a weekly staff newsletter that is consistently filled with staff appreciations and shout outs. McNeil staff has always been active in our PTO special events in years past and has invited partnerships with families through our Back to School Picnic, Meet the Teacher, Open House, parent/teacher conferences, and other special events.

In 2022-2023, we hosted two Site Based Decision Making Committee meetings. Our SBDM Committee is made up of staff, administrators, parents, community members, business leaders, and Central Office staff. The committee collaborated, shared what is happening at McNeil, and reflected on practices in an effort to evaluate their effectiveness. We also brainstormed ideas that address areas of need, reinforce our community involvement, and strengthen to our McNeil culture.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The McNeil staff is dedicated to addressing the needs of the whole child. We have engaged in much professional development geared toward the academic, behavioral, and social/emotional needs of our ever changing population. Our Instructional Leadership Team will lead grade level teams in going through the stages of teams to identify their strengths and challenges and to ensure that they function effectively. We have new team members on several of our teams so it will be important for teams to continue the hard work we've done the last several years with planning and PLCs. We are excited to mentor our new staff members and continue our work toward effective instruction in every classroom through our established PLC culture and a continued focus on HRS Level II--effective instruction in every classroom and our new learning with HRS Level III--a guaranteed and viable curriculum. We are ensuring that new staff is well-trained in Restorative Practices by completing a book study on Better Than Carrots or Sticks. We will also provide a variety of professional development and training opportunities for new and returning staff to ensure we are all moving together toward the same mission and vision.

Staff Quality, Recruitment, and Retention Strengths

McNeil has a diverse staff with varying years of experience, ranging from three first year teachers to teachers with over 20 years of experience. McNeil's staff is guided by a growth mindset and consistently seeks to engage in current best teaching practices that align with 21st Century skills. We have solid systems and structures in place to support all learners. All staff receive multiple hours of professional development each year in order to continue to learn and grow. Each new staff member is assigned a mentor to serve as a support. Mentor/mentee meetings will occur monthly, and administrators actively participate in the meetings. Mentors for our new teachers are participating in Region 10's Mentor training. Surveys are sent out twice per year to gauge staff morale and to identify needs and areas for growth, as well as to identify celebrations and areas of strength.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McNeil has strong PLC structures and processes in place that guide our planning and instruction. We began this journey in 2017-2018 with our Instructional Leadership Team leading our staff in the full implementation of Professional Learning Communities (PLCs). Through the PLC process, our teachers have focused on student learning standards, collaboration with colleagues, and data driven decision making, which resulted in a significant amount of growth in the level of planning and design at every grade level along with earning our HRS Level II Certification. This year, we will continue our focus on ensuring quality instruction in every classroom by maintaining our PLC processes, continuing with progress monitoring, and creating and using Common Formative Assessments. McNeil has become more focused in using our data to pinpoint the needs of individual students, which are then used to differentiate instruction. We will examine our planning and instruction and earn HRS Level III certification.

Curriculum, Instruction, and Assessment Strengths

McNeil is fortunate to have a full time instructional coach to assist teachers with improved lesson design. Our teams are supported by our Administrative Team in their planning. Our Instructional Coach and Library Media Specialist attend weekly content level planning for 3rd-5th grade and grade level planning for K-2 to provide resources, clarify learning standards, and collaborate on ideas for instruction and assessment. Teachers attend professional development meetings facilitated by district content coordinators, as well as participate in multiple PLCs centered on student learning. These meetings provide an opportunity for our staff to collaborate with colleagues across the district. McNeil's master schedule and yearly calendar provide a dedicated time for grade level Professional Learning Communities (PLCs) to meet and collaborate using multiple measures of student data, discuss instructional best practices, and address individual student needs. With a full time Intervention teacher and a dedicated block of time on our master schedule we are able to provide 30 minutes of daily intervention in Math and Reading. In the 2022-2023 school year, we also provided intervention per HB4545. In Reading, 41% of our HB4545 students met passing standard. In Math, 38% met passing standard. These were students who had not passed in the previous year. Administrators will continue to participate in Learning Walks with the district content coordinators to get feedback on the quality of instruction on our campus.

Parent and Community Engagement

Parent and Community Engagement Summary

McNeil is proud to partner with our families and community. An active PTO serves the McNeil community with programs, special events, fundraising, and teacher appreciation activities. During the 2021-2022 school year, we began a new tradition of an annual community block party to kick off the school year with our students, families, and community. We continued that this year with our third year of this event. This event has provided an opportunity for connection for all stakeholders. We will continue to work together to create new opportunities for community building and parent participation. We also hosted two Site Based Decision Making Committee meetings. This committee is made up of McNeil staff, administrators, community members, business partners, parents, and Central Office staff. We collaborated to share McNeil data, processes, successes, and areas of need. We examined current practices to evaluate their effectiveness and brainstormed new ideas to strengthen the campus.

McNeil staff communicates with parents and families in a variety of ways, including weekly grade level newsletters, a weekly principal newsletter, PTO communications, use of social media, school and teacher websites, and the use of SeeSaw with our Kindergarten through Second Grade classes. We look forward to continuing our partnerships with Randolph Brooks Federal Credit Union (RBFCU) and Preston Trail Community Church. They will partner with us in supporting our students and teachers in a variety of ways, including teacher appreciation, supplies/resources for students and staff, and mentors. We look forward to continuing to grow in our relationship with them. We will continue our partnership with Communities in Schools to provide information and resources for students and parents.

Parent and Community Engagement Strengths

McNeil is proud of the number of families who participate in our special events and Spirit Nights. We offer families multiple opportunities throughout the year to be a part of what is happening at McNeil. Some events are social (Back to School Picnic, Harvest Festival, dances, etc.) while others are focused on academics, curriculum, and/or classroom information (Meet the Teacher, parent/teacher conferences, Family Fitness Night, etc.) McNeil values the input of our families. We offer opportunities each year through surveys for parents to provide feedback. The information from the surveys is used to continue to improve our level of service to our community. McNeil is also proud to participate in service projects each year such as the Kids Heart Challenge. We will continue to provide opportunities to support our local community and for students to learn the importance of helping others. Our CIS liaison partners with our school counselor to provide holiday meal baskets, clothing, and other needed items to our families.

School Context and Organization

School Context and Organization Summary

McNeil Elementary School is a Kindergarten through Fifth Grade school that serves 391 students. Kindergarten through Second Grade classrooms are self contained and teachers design lessons collaboratively during weekly planning sessions. Third through Fifth grade classrooms are departmentalized so that teachers can provide instruction with a focus on particular content areas. A speech pathologist, dyslexia teacher, and intervention teacher serve the campus along with two special education teachers and a special education aide. Two teachers and four aides provide instruction in the Developmental Social Skills Classrooms. Special area teachers enhance the educational experience for students with outstanding music, art and physical education curricula and activities. Fourth and fifth graders gain enrichment in music by participating in our McNeil choir. We also provide leadership opportunities for students through groups such as Kindness Crew and Announcements Crew.

McNeil's Administrative Team (A Team) meets weekly and is made up of the principal, two assistant principals, library media specialist, instructional coach, and school counselor. Our Instructional Leadership Team (ILT), made up of the A Team, the team leader from each grade level, specials, special education teacher, and intervention teacher meet once a month. The ILT serves as our guiding coalition in monitoring the fidelity of our PLC implementation and our campus focus on effective teaching in every classroom, leading to academic progress for all students.

School Context and Organization Strengths

McNeil welcomed several new staff members for the 2023-2024 school year. We spent time during Academy reviewing McNeil's mission and vision. Even with the addition of new staff, McNeil is proud to be clear in our focus and moving with intent toward the common goal of student achievement. All teams developed norms to guide their collaboration and their individual grade level team collective commitments to define their purpose and guide their work. McNeil is proud to be a campus that is truly collaborative. Everyone takes ownership in the achievement and well-being of all students--not just the students in their individual classrooms. Our guiding mottos are "All kids are our kids" and "Are we growing students?". Our STAAR performance proves that our campus is all moving in the same direction and making great strides in student achievement. Where we have growth opportunities, we rely on the data to guide our goals and plan for effective Tier 1 instruction.

Technology

Technology Summary

McNeil continues to demonstrate an enthusiasm for integrating up and coming technologies into curriculum and learning products. Teachers are becoming more proficient at using best practices for implementing digital tools following the blended learning model in classroom learning, and continue to seek out opportunities to learn and grow. Professional development occurs formally in staff meetings, as well as authentically through shared experiences in instructional design meetings.





Technology Strengths

McNeil's leadership team and teachers look for ways to pilot and utilize technology in unique and engaging ways. Our students have access to a variety of digital tools including iPads, macbooks, interactive whiteboards, virtual reality viewers, a variety of online resources and various digital tools from our campus makerspace which afford opportunities for critical thinking, problem solving, virtual fieldtrips, and student production.

Goals

Goal 1: McNeil Elementary will ensure the school is safe and secure.

Performance Objective 1: McNeil will ensure the faculty, staff, students, and community believe that the school is safe and maximizes collaboration for the enhancement of student learning.


Strategy 1 Details	Reviews		
Strategy 1: Enforce, Evaluate and Adjust the existing safety protocols for McNeil. Strategy's Expected Result/Impact: 100% of Staff and Students will be trained in all safety procedures. Staff Responsible for Monitoring: Administrative Team and McNeil Staff	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: McNeil will continue to ensure a safe and secure environment by locking 100% campus doors, exterior doors, occupied classroom doors with magnets in place and unoccupied classroom doors. Complete weekly door audit and report to safety and security office. Strategy's Expected Result/Impact: McNeil will achieve 100% passing rate from campus external door audits. Staff Responsible for Monitoring: Administrative Team and McNeil Staff.	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			


Goal 1: McNeil Elementary will ensure the school is safe and secure.


Performance Objective 2: McNeil will provide tiered prosocial supports and character education.


Strategy 1 Details	Reviews		
Strategy 1: Plan a comprehensive school counseling program that conforms to the Texas Model. Strategy's Expected Result/Impact: Office referrals and counselor visits will remain minimal, maximizing engagement and classroom time. Students will work through peer conflict in a respectful manner. Students will be recognized for their positive behavior (Mustang of the Month, classroom reward systems). Number of students receiving ILEAD tickets and Kindness recognitions will increase. Staff Responsible for Monitoring: Counselor and Staff	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Maintain partnerships with community organizations to meet specific student needs. Strategy's Expected Result/Impact: Student needs are supported through partnership donations A positive staff culture and climate Staff Responsible for Monitoring: Principal and Counselor	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Design professional learning around coordinated health and monitor campus implementation Strategy's Expected Result/Impact: 100% of Staff Trained in Coordinated Health Procedures. SHAC meets quarterly Staff Responsible for Monitoring: SHAC (Student Health Advisory Committee)	Formative		Summative
	Nov	Feb	June

Strategy 4 Details		Reviews		
Strategy 4: McNeil will ensure that the MISD Lives Kind initiative is implemented systematically through planning and collaboration. Strategy's Expected Result/Impact: Every classroom will hold a Community Circle every day. Character Strong lessons will be incorporated into Community Circles. Students and staff will develop and maintain mutually respectful relationships that result in fewer office referrals, counselor visits and increased student time in the classroom. Staff Responsible for Monitoring: Administrators, Counselor, All Staff		Formative		Summative
		Nov	Feb	June

 No Progress

 Accomplished





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Goal 2: McNeil will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 1: Implement data systems and monitoring practices to ensure student growth and continuous improvement in district performance.





Strategy 1 Details	Reviews		
Strategy 1: Provide professional learning opportunities focused on 2023 TEA accountability measures at all relevant levels of the organization. Strategy's Expected Result/Impact: Effective Tier One instruction A focus on high needs areas within the three domains of TEA accountability Increased student achievement Staff Responsible for Monitoring: Administrators, Instructional Team Leaders, PLC members, Counselor, Library Media Specialist, Interventionist and Instructional Coach	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Implement the district PLC model to collaborate on the goals and outcomes of common assessments. Strategy's Expected Result/Impact: Continue to operate as PLCs (Professional Learning Communities) that discuss data and implementation of best instructional practices Teachers will be more aware of student strengths and weaknesses in order to plan for differentiated instruction and intervention Improve Tier One instruction and individual student supports Staff Responsible for Monitoring: PLC members-Administrators, Instructional Team Leaders, teachers, Counselor, Library Media Specialist, Interventionist and Instructional Coach	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Implement the MISD assessment plan for K-5. Strategy's Expected Result/Impact: Administer MISD assessments at each grade level per district calendar Staff Responsible for Monitoring: Campus Testing Coordinators and Teachers	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Recognize academic success across the campus (ex: Imagine Math Board, School wide announcements, LEAD Tickets and Positive Office Referrals for meeting academic goals). Strategy's Expected Result/Impact: Students are recognized and celebrated for academic achievement and growth Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionist, and Counselor	Formative		Summative
	Nov	Feb	June

Strategy 5 Details	Reviews		
Strategy 5: Develop and implement multi-tiered support structures (MTSS) to increase student achievement. Strategy's Expected Result/Impact: Teachers are knowledgeable of students individual needs, put plans in place to address these needs and monitor progress throughout the year Student growth in all areas (academic, behavioral, social/emotional) Staff Responsible for Monitoring: Teachers and Administrators	Formative		Summative
	Nov	Feb	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>			

Goal 2: McNeil will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.





Performance Objective 2: Ensure MISD's guaranteed and viable curriculum is implemented effectively in providing high quality learning experiences and improve student learning outcomes.

Strategy 1 Details	Reviews		
Strategy 1: Implementing MISD's plan for academic and cognitive vocabulary instruction and monitoring tools embedded in curriculum resource documents in alignment with HRS Level III. Strategy's Expected Result/Impact: Teachers will be trained on Marzano's six step vocabulary process Vocabulary instruction will be included in weekly lesson plans An increase in vocabulary use and reading comprehension Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Library Media Specialist, and Intervention Teacher	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Establish grade level goals aligned to the campus SLO (Student Learning objective) goal. Strategy's Expected Result/Impact: An increased awareness of campus goals and how they relate to individual grade levels Alignment across the grade levels in addressing the campus SLO goal Increased achievement in math at all grade levels Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist	Formative		Summative
	Nov	Feb	June

Strategy 3 Details	Reviews		
Strategy 3: Continue campus assessment practices; administering formal/informal assessments, analyzing data, and using the data to guide instruction and intervention. Strategy's Expected Result/Impact: Discuss data and implementation of best instructional practices Teachers will be more aware of student strengths and weaknesses in order to plan for differentiated instruction and intervention Improve instruction and individual student supports Increased student achievement Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 4 Details	Reviews		
Strategy 4: Design instruction that supports the achievement of HRS Level III certification. Strategy's Expected Result/Impact: There are clear and measurable goals focused on critical needs to improve the overall student achievement of the school Data are analyzed, interpreted, and used to regularly monitor progress towards school achievement goals When data indicates interventions are needed, school and classroom programs and practices are put into place to support students' individual achievement goals Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 5 Details	Reviews		
Strategy 5: Ensure implementation of the MISD model of instruction. Strategy's Expected Result/Impact: Teachers are aware of the components of the MISD model of instruction Tier One Instruction includes the best practices that are outlined in the MISD model of instruction Student achievement reflects quality Tier One Instruction Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 2: McNeil will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 3: Design and implement a systematic approach to professional learning that addresses support of all levels of the organization and provides real-time, relevant learning to improve teaching and student learning outcomes.

Strategy 1 Details	Reviews		
Strategy 1: Evaluate campus professional development needs through established practices (PLC's, Weekly Planning, Walk Through Data, Coaching Conversations). Strategy's Expected Result/Impact: Professional development targeted campus needs and the campus SLO goal Improvement in teaching practices An increase in student achievement Staff Responsible for Monitoring: Administrators, Instructional Coach, Counselor, Library Media Specialist, and Instructional Leadership Team	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Continue to collaborate in meetings that support teaching and learning (weekly plannings, PLCs, quarterly extended planning sessions, Administrative Team Meetings). Strategy's Expected Result/Impact: Improved Instructional Practices Increased student achievement Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionist, Counselor, and Library Media Specialist	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 2: McNeil will use data-driven decisions to engage students in learning experiences that ensure growth and will prepare them for graduation and post-secondary success.

Performance Objective 4: Provide innovative learning opportunities for diverse learners that engage students in rigorous and relevant educational experiences.

Strategy 1 Details	Reviews		
Strategy 1: Special education teachers will monitor IEPs to ensure growth towards mastery of goals and objectives and to ensure appropriate state accommodations are provided, according to current data. Strategy's Expected Result/Impact: Special Education and General Education teachers collaborate to address goals and objectives in student IEPs Students receiving Special Education services will make adequate growth on IEP goals and objectives Staff Responsible for Monitoring: Administrators, Special Education Team, General Education Teachers	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Ensure effective teaching strategies are in place to meet the needs of diverse learners (ex: English Learners, Gifted and Talented, Homeless, Economically Disadvantaged, At Risk, etc.). Strategy's Expected Result/Impact: Increase teacher awareness of diverse student needs Improved instruction relative to diverse learners Equitable access to learning opportunities Differentiated instruction to meet the needs of all students Student access to literacy resources at home and school Staff Responsible for Monitoring: Teachers, Administrators, Instructional Coach, Interventionist, Counselor and Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Supporting teachers in implementing the sheltered instruction and ELlevation Strategies trainings provided by the district. Strategy's Expected Result/Impact: Increased academic achievement and language proficiency for English learners Staff Responsible for Monitoring: Administrators and Instructional Coach	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: McNeil will continue to recognize, develop and retain high quality and effective staff.

Performance Objective 1: Cultivate innovative on-boarding practices that support new employees and grow high quality staff.

Strategy 1 Details	Reviews		
Strategy 1: Provide a comprehensive mentor/mentee program to support new staff members Strategy's Expected Result/Impact: New staff collaborates and builds relationships with their mentor and across the campus New staff feels supported and are confident in understanding and following school wide processes Consistency across the campus in implementation of initiatives, protocols and procedures Staff Responsible for Monitoring: Administrators, Mentor Teachers and New Staff	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Streamline campus communication and location of resources to provide ease of access for new employees (ex: Staff Google Site, Google Share Folder, Staff Newsletter, Remind, Webex, Google Calendar) Strategy's Expected Result/Impact: Staff knows where to find what they need Staff is able to communicate through appropriate channels Staff Responsible for Monitoring: Administrators, Counselor, Instructional Coach, Library Media Specialist, and Campus Secretary	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Evaluate the needs of new staff and design appropriate learning opportunities to address these needs (ex: Learning Walks with Curriculum Coordinators, Instructional Rounds, Weekly Planning, Book Studies, Coaching Conversations, Professional Development, etc) Strategy's Expected Result/Impact: Effective teaching and implementation of best practices as outlined in the MISD Model of Instruction New staff report through mid-year survey that they feel supported in professional growth Staff Responsible for Monitoring: Administrators, Counselor, Instructional Coach and Library Media Specialist	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 3: McNeil will continue to recognize, develop and retain high quality and effective staff.

Performance Objective 2: Create and maintain a culture and climate where staff feels valued and supported.

Strategy 1 Details	Reviews		
Strategy 1: Create a culture of professional support (ex: Extended Planning time, Professional Development, Instructional Coaching, Lesson Planning Support, etc.). Strategy's Expected Result/Impact: Staff builds a collaborative working relationship with members of the Administrative Team Positive impact on professional growth leading to a positive impact on instruction and student achievement Staff Responsible for Monitoring: Administrators, Counselor, Instructional Coach, and Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Create a climate where all staff feel appreciated and valued. (ex: Staff Appreciation Events, Recognitions and Awards, Open Door Policy, Ways to Appreciate Peers Publicly, Gifts of Time, Fun Staff Events, etc.) Strategy's Expected Result/Impact: Teachers and staff will feel supported and appreciated, and staff morale will remain high. Collaborative relationship with community partners to support staff climate Staff Responsible for Monitoring: Administrative Team and Campus Secretary	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: McNeil will engage parents/guardians in their child's learning experience through training, partnerships and opportunities. McNeil will enhance our relationship with the community.

Performance Objective 1: Improve engagement and outreach connecting the community, parents, and staff to achieve McNeil Elementary's mission.

Strategy 1 Details	Reviews		
Strategy 1: Provide parents, staff, students, and other stakeholders opportunities to participate in campus decision making processes. (ex: Site Based Decision Making Committee, Reconsideration Committee, Counselor Needs Assessment, LPAC, Quarterly Community Partner Meetings, Monthly PTO Meetings, etc.) Strategy's Expected Result/Impact: Staff, students and community members have a voice in campus decisions Staff Responsible for Monitoring: Administrative Team	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Solicit feedback through surveys and use the data to design and provide learning opportunities. Strategy's Expected Result/Impact: The community is provided with opportunities to voice specific needs Campus and community needs are addressed in a variety of ways Staff Responsible for Monitoring: Administrative Team	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 4: McNeil will engage parents/guardians in their child's learning experience through training, partnerships and opportunities. McNeil will enhance our relationship with the community.

Performance Objective 2: Host community events that connect families to McNeil and to each other and that strengthen the relationship between home and school.

Strategy 1 Details	Reviews		
Strategy 1: Partner with PTO to host social events that bring the community together (ex: Pony Pops Picnic, Fall Harvest Festival, Cocoa and Carols, Spring Dance, etc.) Strategy's Expected Result/Impact: Strengthened community relationships Parents feel welcome at McNeil	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Provide opportunities to showcase student learning and connect parents with campus instruction (ex: Meet the Teacher, Kinder Sing, 1st Grade Musical, 4th Grade Texas Program, K-5 Game Changers Showcase/Open House, Choir performances, District Art Reception, etc.) Strategy's Expected Result/Impact: Parents feel informed about what students are learning Students have opportunities to showcase their learning	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: McNeil will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 1: Engage the community in an ongoing effort to support and communicate the successes of McNeil.

Strategy 1 Details	Reviews		
Strategy 1: McNeil will tell our story and celebrate our successes through multiple platforms (ex: Morning Announcements, Social Media, Newsletters, Assemblies, etc.). Strategy's Expected Result/Impact: Positive school culture and climate Students and staff feel recognized and valued for their successes The community is informed of the good things happening at McNeil. Staff Responsible for Monitoring: McNeil Staff	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Support student successes through a variety of opportunities (ex: Mustang of the Month, Positive Office Referrals, LEAD Tickets, Imagine Math Achievement Recognition, Classroom Incentives, etc.) and support staff successes in a variety of ways (ex: Weekly Staff Appreciations, Staff Spotlights in the Newsletter, Team of the Month Award, Social Media Spotlights, etc.). Strategy's Expected Result/Impact: Positive school culture and climate Students and staff feel recognized and valued for their successes The community is informed of the good things happening at McNeil.	Formative		Summative
	Nov	Feb	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			





Goal 5: McNeil will ensure that communication internally and externally is consistent, accurate, and timely.

Performance Objective 2: Foster a culture of trust by proactively sharing campus and district processes, decisions, and information in a transparent and timely manner.

Strategy 1 Details	Reviews		
Strategy 1: Enhance internal communication to build staff trust and morale. Strategy's Expected Result/Impact: Staff feels informed about campus and district processes, decisions and information Staff Responsible for Monitoring: Administrative Team	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Enhance external communication to build community trust and morale. Strategy's Expected Result/Impact: The community feels informed about campus and district processes, decisions and information. Staff Responsible for Monitoring: Administrative Team	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 6: McNeil will continue to be fiscally responsible and efficient with campus and district resources.

Performance Objective 1: Ensure district purchasing protocols and procedures are followed while being fiscally responsible with campus funding.

Strategy 1 Details	Reviews		
Strategy 1: Evaluate campus subscriptions and resource expenditures for effectiveness and overall use. Strategy's Expected Result/Impact: All resources purchased are aligned with state standards and utilized consistently in instruction. Staff Responsible for Monitoring: Principal, Campus Secretary, Library Media Specialist, Instructional Leadership Team	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Train all staff in campus procedures for requesting funds/resources and the collection of money. Strategy's Expected Result/Impact: Staff follows established procedures. Staff Responsible for Monitoring: Principal and Campus Secretary	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Provide resources for literacy development that are accessible at school and home. Strategy's Expected Result/Impact: Students will develop literacy skills through access to books in print and online at home and school. Parents can support learning through literacy resources provided by the campus. Staff Responsible for Monitoring: Administrators, Instructional Leadership Team	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: McNeil will continue to be fiscally responsible and efficient with campus and district resources.

Performance Objective 2: Utilize fundraisers and PTO and community partnerships to fund programs and resources that benefit students.

Strategy 1 Details	Reviews		
Strategy 1: Conduct quarterly community partners meetings to evaluate and meet campus needs. Strategy's Expected Result/Impact: Relationships are strengthened with community partners (PTO, RBFCU, and Preston Trail Community Church) Improve campus culture Meet student needs Staff Responsible for Monitoring: Principal, Campus Secretary and Counselor	Formative		Summative
	Nov	Feb	June
Strategy 2 Details	Reviews		
Strategy 2: Host one campus wide fundraiser and two book fairs (fall and spring) each school year. Strategy's Expected Result/Impact: Raise funds to support campus needs Provide increased access to books for students (book fair) Improve the home-school relationship through community events (book fair) Staff Responsible for Monitoring: Principal, Campus Secretary, Library Media Specialist	Formative		Summative
	Nov	Feb	June
Strategy 3 Details	Reviews		
Strategy 3: Use funds raised by campus fundraisers to support student and staff needs and provide instructional resources. Strategy's Expected Result/Impact: Funds are allocated intentionally to support instruction Staff and students are provided with needed materials Staff Responsible for Monitoring: Principal, Campus Secretary, Administrative Team, Instructional Leadership Team	Formative		Summative
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			