

McKinney Independent School District
McNeil Elementary
2018-2019 Campus Improvement Plan



Mission Statement

We will provide engaging learning experiences so students can become effective communicators, quality contributors, and socially responsible citizens.

Vision

We are a cohesive, diverse community providing engaging learning experiences for all.

Core Beliefs

Partnerships between students, parents, community members, and staff are foundational to educational success.

Positive school culture and a safe environment foster growth.

Everyone has inherent value and deserves to be treated with dignity and respect.

Learning is an active process requiring engaging tasks and engaging minds.

Relevant and authentic experiences ignite continuous, deeper learning.

Meaningful relationships enrich learning.

Confidence fuels risk taking and higher achievement.

Financial stewardship ensures a tomorrow for education.

Comprehensive Needs Assessment

Demographics

Demographics Summary

McNeil Elementary is proud to serve a diverse population of 390 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 47% White, 5% Asian, 16% Hispanic and 28% African American students. The English Language Learner population is 7%; Special Education population is 14%; and the Economically Disadvantaged population is 38%. McNeil's student population has become increasingly mobile over the last two years 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

In reviewing the 2017-2018 STAAR data, McNeil Elementary Met Standard in all three Domains on the new accountability rating scale. Third Grade students met standard for reading (84%) and math (83%). Fourth grade math met standard dropped to 69%, 1% below last year. Reading for Fourth Grade was 64% met standard, and writing was 57% met standard. While our overall Fourth Grade met standard scores struggled, our Hispanic met standard indicator was above 80% for both reading and math, and Economically Disadvantaged met standard was 52% for math and 48% for reading. Fifth Grade met standard at 80% for math and 83% for reading. Masters level for math was 54%, and reading was 62%. In addition, our Hispanic met standard indicator for Fifth Grade was above 80% for both reading and math; our special education students met standard at almost 60% for both reading and math; and our Economically Disadvantaged group met standard at 64% for math, 67% for reading, and 50% for science. Our science met standard remained consistent with the last two years at 73%.

Student Achievement Strengths

We continue to see growth in reading achievement for our students in Kindergarten and 1st grade. Our focus the last two years on Guided Reading and Balanced Literacy at those levels has produced positive results. In the last two years, our 3rd grade students have performed above 80% on STAAR in both reading and math. That achievement is in direct correlation with the focus on improved instruction in the primary grades. On STAAR, achievement for Hispanic students was consistently strong across all grade levels and subject areas. More than 60% of our Fifth grade students met their growth measure for Reading, 62%, and more than half met their growth measure for Math, 54%. The Third grade Economically Disadvantaged population was strong in Reading, 75%, and in Math, 79%, which demonstrates a strength in reading and math instruction in our primary grades. In our primary grades, 76% of our second graders and 87% of our kindergarten students finished the year on grade level for reading according to the Developmental Reading Assessment (DRA). In addition, during the 2017-2018 school year, we provided training to our staff on how to identify gifted traits in students. As a result, our percentage of students qualifying for the Gifted and Talented (GT) program from grades Kindergarten through Fifth Grade increased from 6% to 8%.

School Culture and Climate

School Culture and Climate Summary

Upon entering McNeil, there is a spirit of belonging and a positive welcome from the first encounter in the front office. We pride ourselves on welcoming families and community members to be an active part of our McNeil 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 whom we support by having 100% of our staff joining PTO each year for the last four years. We are also fortunate to have a part time community liaison who provides support in many areas for our students and families.

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 pairing 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 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 is active in our PTO special events and invites partnerships with families through Curriculum Night, Meet the Teacher, parent/teacher conferences, and other special events.

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. For the 2017-2018 school year, McNeil Administration hired 17 new staff members. We are proud that all but one of those new staff members remain on our staff for 2018 - 2019, and the one staff not returning was a first year teacher who decided to explore a different career path. We are excited to continue to move forward with our vision with an established campus staff.

Staff Quality, Recruitment, and Retention Strengths

McNeil is proud that we retained all but one of the 17 new staff members hired in the last school year. We have a diverse staff with varying years of experience, ranging from one first year teacher 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. All staff receive multiple hours of professional development each year in order to continue to learn and grow.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McNeil's 2017-2018 Instructional Leadership Team led our staff in the full implementation of Professional Learning Communities (PLCs) by participating in a book study, turning their learning around to their teams, and attending a national PLC conference over the summer of 2018. Through the PLC process, our teachers focus on student learning standards, collaboration with colleagues, and data driven decision making. For 2018-2019, a Common Formative Assessments (CFA) Impact Team, in collaboration with our district coordinators and campus leadership team, will begin to develop and utilize CFAs to impact student achievement. McNeil will secure HRS Level II Certification in the spring by continuing our focus on ensuring quality instruction in every classroom.

Curriculum, Instruction, and Assessment Strengths

McNeil is fortunate to have a full time instructional coach to assist teachers with improved lesson design. Teachers attend grade level InSync meetings facilitated by district content coordinators, as well as participate in multiple PLCs centered on student learning. The InSync meetings provide an opportunity for our staff to collaborate with colleagues across the district. McNeil's 2018-2019 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. McNeil 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. 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 are also proud to have had Mr. McNeil attend some of our school events throughout the year. Our community liaison works in partnership with community resources to address specific student and campus needs.

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, Curriculum Night, Family Fitness Night, etc.) McNeil values the input of our families. We offer several 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 several service projects each year, including Pennies for Patients, Jeans for Troops, annual coat drive, canned food drives, Hurricane Harvey relief fund, etc.

School Context and Organization

School Context and Organization Summary

McNeil Elementary School is a Kindergarten through Fifth Grade school that serves 390 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 serves 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 with enrichment programs that are held during and after school.

McNeil's Administrative Team (A Team) meets weekly and is made up of the principal, assistant principal, media resource specialist, instructional coach, and counselor. Our Instructional Leadership Team (ILT), made up of the A Team and the team leader from each grade level, specials, and special education meets once a month. The ILT serves as our guiding coalition in monitoring the fidelity of our PLC implementation.

School Context and Organization Strengths

During the 2018-2019 Academy, our staff collaborated to define McNeil's vision, mission, and collective commitments. Our staff 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 has developed into 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.

Technology

Technology Summary

McNeil continues to demonstrate an enthusiasm for integrating up and coming technologies into curriculum and learning products. Teachers are becoming more and more proficient at using best practices for implementing digital tools in classroom learning, and 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 is one of only four MISD elementary campuses to pilot the use of Canvas and Seesaw as learning tools and platforms for parent communications. Our students have access to a variety of digital tools including iPads, macbooks, interactive whiteboards, and various resources from our campus makerspace which afford opportunities for critical thinking, problem solving and student production.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data














Goals

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

Performance Objective 1: McNeil staff and parents will receive adequate and timely communication.

Evaluation Data Source(s) 1: Parent and staff surveys will indicate adequate communication from the school.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Information about upcoming events will be distributed through the use of several sources: marquee, newsletters, teacher websites, school website, Facebook, Parent Link, Remind 101, weekly parent emails, Wednesday take home folders, the Pony Express, McNeil Messenger (staff newsletter), Twitter, Class Dojo	Administrators, Media Resource Specialist, PTO, Teachers	Satisfied parents and staff; increased attendance at special events				
2) McNeil teachers will communicate with every student's family before school starts and throughout the year to build/maintain rapport with families.	Administrators, Teachers	Positive feedback from parents through surveys and comments to staff				
3) McNeil staff will participate in surveys throughout the year to share ideas and provide feedback.	Administration, Media Resource Specialist	100% participation in surveys				
4) McNeil will highlight positive testimonies/feedback from students, staff, and parents in a variety of ways (announcements, hallway monitors, email, marquee, public recognition of teacher successes, Tweet our story, etc.).	All staff	Positive school culture				
5) McNeil will hold face-to-face parent conferences at the end of Quarter 1. Follow up conferences will be scheduled as needed.	Administrators, Teachers	Stronger partnerships between parents and teachers; better understanding for parents about what their child is learning				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						










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

Performance Objective 2: McNeil will pursue a community culture of mutual respect, leadership, and security.

Evaluation Data Source(s) 2: Surveys will show the majority of all stakeholders feel safe at McNeil, and students are afforded opportunities to lead and participate in school activities.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) MISD Character Education Program will be implemented.	Counselor, All Staff	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.				
2) McNeil Counselor will provide monthly classroom guidance lessons, small group, and individual counseling.	Counselor	Positive peer relationships will be observed by staff and parents.				
3) McNeil students will be recognized in classrooms and school wide (ex: at monthly Mustang Roundup celebrations).	All staff	Mustang of the Month bulletin board will highlight exemplary students. High parent attendance at events will continue. New ways to celebrate students will be implemented.				
4) To address bullying concerns, McNeil uses an Incident Report Form, including an online submission form available through the campus website. All reports are investigated by administration and/or counselor.	Administrators, Counselor	Survey will reflect that students feel safe at McNeil. Minimal reports of bullying behavior reported.				
5) McNeil staff (supported by our Community Liaison and PALS) will identify and support at risk students and provide mentors. McNeil classrooms will partner together to provide positive interaction/leadership opportunities for all students.	Administrators, Counselors, Teachers	At risk students will have increased engagement, self-esteem, and academic performance. Students will be provided with school supplies, clothing, and basic necessities when needed.				

6) Regular monitoring of office referrals and counselor referrals will occur.	Administrators, Teachers, Counselor	Office referrals will decrease; individual sessions with counselor for behavior will decrease				
7) Showcase student work to be viewed by all students, staff, and visitors to recognize and celebrate student effort.	Administrators, Classroom Teachers, Instructional Coach, Media Resource Specialist	Student work displayed prominently and consistently.				
8) McNeil will continue our implementation of Restorative Practices. Entire staff will attend training to further our knowledge of Restorative Practices.	Administrators, Counselor, All Staff	Every classroom will hold a Community Circle every day. Live Kind lessons will be incorporated into Community Circles. Students and staff will develop and maintain mutually respectful relationships that result in fewer office referrals and increased student time in the classroom.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: McNeil will build strong, sustainable community relationships with families and other stakeholders that strengthen the academic success of students.

Evaluation Data Source(s) 3: Positive feelings reported on Student, Parent, and Staff Surveys.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PTO planned/funded family events	PTO Board, Administrators	Number of families in attendance at events will increase				
2) Student families will be invited to special events at school, such as Back to School Picnic, spring dance, Mustang Roundup, Field Day, book fairs, Open House, Meet the Teacher, Teacher/Student Kickball Game, etc.	Administrators, Teachers, Professional Staff	Attendance at events will increase				
3) Community Liaison (CL) will work with the community, families, and students to provide support.	Administrators, Community Liaison, Counselor	Families in need will be more connected to the school community as a result of basic needs being met.				
4) Partnerships with Community Liaison, Medical Center of McKinney, PALS, mentors and other volunteers will continue.	Administrators, Counselor, Community Liaison	Needs of students and families met through outreach				
5) McNeil students will have a variety of clubs and activities to participate in, such as book club, Student Council, Choir, Safety Patrol, E-club, and Announcement Crew.	Administrators, Club Sponsors, Counselor	Students will become more active in our school community. Students will learn leadership skills through active participation.				
6) McNeil staff and students will participate in service oriented events at least twice per year, such as School Walk for Diabetes, Jump Rope for Heart, and Pennies for Patients.	Administrators, Counselor, PE Teacher, Teachers	Students will have a global understanding of community needs outside of school and become more involved.				
7) PTO will offer monthly Preschool Story Time (PSST) to the community. Families can bring children to the library for an hour of reading and crafts.	PTO Board, Administrators	Families in our communities will begin building relationships with McNeil; preschool students will build literacy skills				
8) McNeil will host guest readers as part of our Read Across America Day, inviting community members in to share the love of reading with all grade levels.	Administrators, Media Resource Specialist, Instructional Coach, Counselor	Participation of guest readers will increase, student and staff feedback will be positive				
9) McNeil will host a Career Day and invite members of the community to demonstrate and discuss their jobs to students.	Administrator, Instructional Coach, Counselor	To increase the knowledge of community roles and expose students to potential career paths				

10) McNeil will host a curriculum night to inform parents about learning standards, standards based report cards, instructional strategies, and how to support their children at home.	Administrators, Teachers, Instructional Coach, Media Resource Specialist, Counselor	Parents will gain an understanding of curriculum and instruction and have the opportunity to ask questions				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 4: McNeil will ensure building and facility safety.

Evaluation Data Source(s) 4: McNeil will be compliant on all drills, trainings, and accommodations. Surveys will reflect that students, staff, and parents report feeling safe at school.

Summative Evaluation 4:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) McNeil will conduct all drills according to district timelines.	Administrators	Staff and students will be adequately prepared for emergency situations.				
2) McNeil will have a Safety Committee, Safety Health Advisory Committee, Medical Emergency Response Team, and Core Team (Texas Behavior Support Initiative and Crisis Prevention Intervention certified). Opportunities for feedback and concerns from staff will be provided.	Administrators, Nurse, Committee members	Staff will be highly qualified to handle and support emergency situations.				
3) McNeil will ensure visitors and volunteers enter through the front door and are checked in through the Hall Pass system.	Administrators, Office Staff, Teachers	Campus ensures safety of all students.				
4) McNeil will evaluate dismissal procedures to ensure an orderly, safe exit for all students at the end of the school day.	Administrators, Teachers	Student congestion in hallways will decrease; all students will arrive to dismissal areas quickly and in an orderly manner.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

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

Performance Objective 5: McNeil administration will carefully consider discretionary placement only as a last resort and reduce the number of discretionary placements through the use of interventions.

Evaluation Data Source(s) 5: The number of discretionary placements will be reduced.

Summative Evaluation 5:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) McNeil is in year two of Restorative Practices implementation. Professional development will be ongoing throughout the year.	Administrators Counselor Media Resource Specialist Instructional Coach	Positive reinforcement will be observed in staff/student interactions. McNeil's sense of community will increase as evidenced through staff and student surveys. Students will use learned strategies to communicate, resolve conflict, and express their feelings.				
2) Frequent positive parent phone calls will be made to reinforce appropriate choices and celebrate successes, both academic and behavioral. Contacts might be made by teachers or administrators.	Administrators, Classroom Teachers	Students receive the benefits of positive praise, such as increased self-esteem and increased sense of belonging and community. Parents share in the successes of their students and feel a positive connection between home and school. Appropriate student behavior will increase campus wide.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						









Goal 2: McNeil Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Professional Learning will have an intense focus on strategies to improve planning/design, instruction, and learning and will be based on campus needs as determined using multiple measures of data.

Evaluation Data Source(s) 1: Evidence will demonstrate professional learning and application in lesson design, collaborative conversations, and using data to guide instruction.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) McNeil professional staff will continue to operate as PLCs (Professional Learning Communities) and a High Reliability School.	Administrators, Instructional Coach	Professional learning will continue to increase student achievement. McNeil will earn HRS Level II certification.				
2) McNeil teachers will continue to receive training on Guided Reading, Readers/Writers Workshop and implement a Balanced Literacy approach in their classrooms daily.	Administrators, Instructional Coach	An increase in student literacy achievement				
3) Vertical meetings will take place monthly, utilizing specific protocol to guide the discussions and analyze the depth and alignment of TEKS.	Administrators, Instructional Coach, Teachers, Media Resource Specialist	Teachers will gain an increased knowledge and deeper understanding of the alignment of the TEKS				
4) McNeil will continue our focus on pre-and formative assessments and effectively using that data to guide instruction.	Administrators, Instructional Coach	Teachers will improve on the design of lessons based on student needs and differentiate accordingly				
5) McNeil's 5th grade team will form our Common Formative Assessment (CFA) Impact Team, which will design, implement, and use data from CFAs to guide instruction.	Administrators, 5th grade teachers, Instructional Coach	Student achievement will increase. Instruction will be designed using specific student performance data.				
6) All teachers will receive gifted/talented training so that lesson design includes differentiation for gifted and high achieving students.	Administrators	Observations of differentiation evident in lesson plans and walkthroughs, increased number of GT referrals				
7) The Learning Commons will provide Science Technology Engineering and Math (STEM) activities through Maker Space.	Media Resource Specialist	Students will develop problem solving strategies and work collaboratively with peers.				












8) The Learning Commons will offer a variety of fiction and nonfiction materials both in print and digital that appeal to diverse learners.	Media Resource Specialist	Students will select and enjoy books from a variety of authors and subject matter.				
9) The Learning Commons will teach digital citizenship skills for the 21st Century learner.	Media Resource Specialist	Students will show an increased awareness of and application of digital citizenship skills.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: McNeil Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: High quality, data-driven instruction and intervention will be delivered in all subject areas.

Evaluation Data Source(s) 2: Improved student achievement as shown by multiple measures of data, such as Istation, MAP, District Assessments, STAAR, RtI, formative assessments, and pre-assessments.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Istation will be used as a source of data to plan interventions.	Administrators, Classroom teachers, Instructional Coach, Media Resource Specialist	Istation reports will reflect student growth				
2) Kindergarten through fifth grade students will show growth as measured by middle of year and end of year MAP (Measurements of Academic Progress).	Administrators, Classroom teachers, Instructional Coach, Media Resource Specialist	Increase in percent scores from MAP				
3) Economically disadvantaged student needs will be considered with lesson design, parent communication and analysis of assessment data and supported through the implementation of Restorative Practices.	Administrators, Classroom teachers, Counselor, Instructional Coach, Media Resource Specialist	Increased student performance for ED students using multiple measures of data, including MAP, District Assessments, Istation, DRA, discipline and attendance records, differentiated lesson plans, and PLC conversations.				
4) PLC time has been built into the master schedule to allow for frequent opportunities to discuss student data, best instructional practices, design and use of assessments, etc. to promote professional learning and student achievement.	Administrators, Team Leaders, Campus Data Team members, Classroom Teachers, Counselor, Media Resource Specialist, Instructional Coach	Teachers will increase their awareness of student strengths and weaknesses and plan differentiated intervention to increase student achievement.				
5) Based on formative and summative data, teachers will design and provide small group instruction, one-on-one instruction, tutorials, flex grouping, etc. to meet student needs.	All Professional Staff	Increased student performance on DRA, Unit Assessments, MAP, Istation, RtI data, STAAR, TELPAS data, District Assessments				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: McNeil Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: All LEP students will advance by at least one proficiency level in all areas assessed by TELPAS and will meet passing standards for district and state assessments.

Evaluation Data Source(s) 3: STAAR, MAP, Istation, TELPAS

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All teachers will become ESL certified and expand knowledge of working with ELL students through additional training, including SIOP and ELPS.	Administrators	ESL certification added for each teacher.				
2) Instruction for ELL students will include SIOP strategies.	Administrators	Techniques and strategies will be observed during walk-throughs and formal observations for teachers having ELL Students.				
3) Professional Development will be provided during the year to all teachers regarding strategies for teaching ELL students.	ESL teachers, Administrators, Instructional Coach	ELL students will raise a level of proficiency on TELPAS or maintain the advanced-high rating (if already met).				
4) Language objectives will be posted and taught consistently.	Administrators, Teachers, Instructional Coach	Increase student awareness of daily learning expectations				
5) Special consideration and attention will be given to monitoring of LEP students' academic progress and language development through frequent use of the Proficiency Level Descriptors (PLDs).	Administrators, Teachers, Counselor, Instructional Coach	Through TELPAS data, IPT testing, MAP/STAAR data, classroom observations, District Assessments, writing samples, PLD, minutes from RtI meetings, student achievement will increase.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: McNeil Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 4: Special education will be determined only when appropriate with acceleration of learning for those who qualify for special education.

Evaluation Data Source(s) 4: Students receiving special education services will make adequate progress toward mastery of IEP goals and objectives.

Summative Evaluation 4:













Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Special education teachers will monitor IEPs to ensure mastery of goals and objectives and ensure appropriate state assessment is provided, according to current data.	Administrators, Special Education Team, general education teachers	IEP progress reports, student performance on district and state assessments, informal observations, scatterplots, quick checks will be utilized to make instructional decisions.				
2) Special Education PLC will meet every other week to discuss student performance of special education students.	Administrators, Special Education Staff	Students receiving special education services will increase toward grade level proficiency in reading and math.				
3) Special Education enrollment will be monitored to reflect current campus demographics, as well as appropriateness of placement and services.	Administrators, Special Education Team	Student enrollment in special education will reflect the campus demographics.				
4) Special Education teachers will meet with general education teachers regularly to discuss student mastery of goals and performance.	Administrators, special education teachers, general education teachers	Collaboration between general education teachers and special education teachers will ensure student needs are clear and appropriate plans are in place for support.				
5) Developmental Social Skills Classroom (DSSC) teachers will meet with each grade level within the first two weeks of school to discuss student needs, successful strategies, and to answer questions regarding the DSSC program.	Administrators, DSSC teachers, Kim Wornhor	General education teachers will be informed of the particular needs of DSSC students.				
6) Specified staff will attend Crisis Prevention Intervention (CPI) training and complete TBSI online training.	Administrators, special education team, counselor	Staff will be trained to appropriately address severe student behaviors.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Goal 2: McNeil Elementary will engage students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 5: Grade levels will utilize the RtI process for student improvement.

Evaluation Data Source(s) 5: Movement of students on RtI tiers will reflect impact and effectiveness of interventions.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) RtI Coordinator will meet with teachers to assist in identifying students who are in need of support and plan for interventions.	Administrators, RtI Coordinator, Teachers	Effective plans and goals will be in place to support students.				
2) Staff will monitor RtI process to ensure fidelity of the process, appropriate referrals to RtI, clear and measurable goals, etc.	Administrators, RtI Coordinator	Students will be appropriately placed and served through the RtI process				
3) The RtI process will be utilized to identify ways to meet the needs of students with appropriate intervention before consideration of special education testing.	RtI Committee	Students will receive supports in the least restrictive environment before a special education placement is considered.				
4) Training will be provided to the staff to ensure the RtI process is clear and consistent.	Administrators, RtI Coordinator	Increased teacher understanding of RtI, effective and consistent implementation, clear and measurable goals set for students through RtI				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						