

Seguin Independent School District
McQueeney Elementary School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 30, 2018

Mission Statement

McQueeney embraces and nurtures a community of learning for ALL

Vision

Igniting passion and empowering life-long learners

Value Statement

We believe McQueeney Elementary is at its best when:

All students are successful

All students are prepared for life after graduation

All schools provide a caring and safe environment

All students and staff feel valued

Parents, staff, and community are committed to student success

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).	13
Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).	28
Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).	36
Campus Improvement Plan Advisory Committee	37

Comprehensive Needs Assessment

Demographics

Demographics Summary

McQueeney Elementary has an enrollment of 347 students.

Kinder: 58 students

First: 63 students

Second: 56 students

Third: 68 students

Fourth: 44 students

Fifth: 58 students

7.5% of the student population is African American, 71.5% is Hispanic, 20.2% is White, 0.3% is Pacific Islander, and 0.6% are two or more races. In addition, 78.1% are Economically Disadvantaged, 21.9% are Non-Educationally Disadvantaged, and 38% are At-Risk. 1.7% of students experienced Disciplinary Placement. McQueeney has a mobility rate of 22.9%. 11.8% of students participate in special education.

McQueeney Elementary has 28.4 professional staff, 24.4 teachers, 2 professional support staff, 2 administrators, and 3 educational aids. The ethnic breakdown of staff is: 4.1% AA, 38.7% Hisp., and 57.2% W. 71.3% of teachers hold a bachelors degree, and 28.7% hold a masters degree. 4.1% of teachers are beginning teachers, 28.7% have 1-5 years of experience, 24.4% have 6-10 years of experience, 32.8% have 11-20 years of experience, and 9.9% have over 20 years of experience.

The attendance rate at McQueeney has remained around 95% for the past three years.

Demographics Strengths

There is a relatively high percentage of teachers at McQueeney with advanced degrees, and 42.7% of teachers have more than 6-10 years of experience. The

demographics at McQueeney and in SISD have remained consistent for the past three years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates have remained below the 98% goal. **Root Cause:** McQueeney and SISD have not been able to communicate the negative effects of low attendance on student learning, or the Texas State laws in regards to student attendance.

Student Academic Achievement

Student Academic Achievement Summary

Overall, McQueeney Met Standard with a scaled score of 85. In the Student Achievement Index, McQueeney Met Standard with a scaled score of 79. In the School Progress Index, McQueeney Met Standard with a scaled score of 87, and in the Closing the Gaps Index, McQueeney Met Standard with a scaled score of 80. McQueeney earned five distinctions: ELA/Reading, Mathematics, Science, Postsecondary Readiness, and in Comparative Closing the Gaps.

STAAR 2018:

In Reading: 79% approaches grade level, 48% meets grade level, 27% masters grade level

In Math: 90% approaches, 59% meets grade level, 26% masters grade level

In Writing: 62% approaches, 28% meets, and 8% masters

In Science: 92% approaches, 60% meets, and 28% masters

F&P Reading Level EOY 2018:

75% of Kinder were reading on or above grade level

42% of First were reading on or above grade level

40% of Second were reading on or above grade level

58% of Third were reading on or above grade level

Student Academic Achievement Strengths

There has been rapid increase in student learning over the past three years, as evidenced by increasing STAAR scores.

Overall, students are meeting the approaches category in STAAR.

McQueeney earned five distinctions last year.

EcoDisc population, and other subpops, with the exception of SpEd, are performing at the same level as the all student population up to approaches grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: While 82% of the student population met standard at approaches, only 46% of students who participate in special education met standard at approaches. **Root Cause:** Lack of differentiated intervention strategies and supports.

Problem Statement 2: Gaps are closed up to approaches in subpopulations, however, they open up again at meets and masters. **Root Cause:** Lack of a defined tiered intervention and extension system.

Problem Statement 3: Writing scores are 62% met approaches, while other content areas are much higher. **Root Cause:** Inconsistent writing instruction across grade levels and content areas.

Problem Statement 4: While STAAR scores indicate high levels of success in reading, lower grade levels indicate that more than half of students are not reading on grade level according to Fountas and Pinnell formal running records. **Root Cause:** Lack of consistent balanced literacy instruction.

School Processes & Programs

School Processes & Programs Summary

McQueeney's vision is "Igniting passion and empowering life-long learners." In alignment with that:

- McQueeney has a very low turn over rate. Only two new teachers were hired this year due to one teacher being promoted and another moving out of town.
- All teachers are encouraged to become teacher-leaders, and must serve on a school wide committee to be sure their voice is heard. Teachers will participate in ongoing professional development in faculty meetings, PLC meetings, and as grade levels and committees. Teachers are encouraged to take the lead and use data to create their own professional development plans as experts in their field.
- PLCs occur weekly. Teachers collaborate and use data to design intervention and extension opportunities for all students, while also developing each other through ongoing discussions about curriculum and assessments. K-1 meet as grade level and vertical PLCs. 2-5 are departmentalized, and meet in vertical PLC teams.
- McQueeney uses a guiding coalition to make campus based decisions, master teachers to mentor other teachers, and offers many intensive professional development opportunities inside and outside of the district.
- Teachers are encouraged to train other teachers in a collaborative manner in faculty meetings, through classroom observation, and in PLC meetings to better improve instruction and, as a result, student achievement.
- McQueeney has a strong RtI system, in which teachers meet with an RtI committee at least once every three weeks to build supports for struggling students.
- While teachers are in PLC meetings, students receive extension lessons such as: health, LiiNK lessons, interactive field trips, and maker space.
- McQueeney is piloting LiiNK as a way to meet the needs of the whole child in K-1 classrooms.
- Many teachers offer tutoring opportunities after school to directly impact student learning.
- Intervention blocks are scheduled throughout the day in each grade level.
- Communication with parents as valuable members of an educational support team for each student is mandatory. Teachers hold conferences annually on the designated district day, and as needed to encourage student growth and learning. Each teacher must initiate parent contact with a positive note home each year. Parents are welcome on campus and are encouraged to participate in events such as Kayaking for Kindness, Bring Your Parent to PE Week, Coffee with the Counselor and other events.
- Teachers offer clubs outside of school such as robotics, choir, and student council.

School Processes & Programs Strengths

McQueeney has a strong and very involved student council. This offers students in grades 3-5 leadership opportunities and a way to give back to the school. The RtI process is continually improving, and PLCs are deepening learning experiences for students. The turn over rate at McQueeney is low.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Student achievement is comparable across subpopulations through approaches, but not at meets and masters. **Root Cause:** Lack of system in which students make goals and track their own progress.

Problem Statement 2: Students do not achieve as well in Writing as they do in other core content areas. **Root Cause:** Lack of consistent focus on writing instruction and delivery of curriculum

Problem Statement 3: Students served by Special Education perform lower than other subpopulations **Root Cause:** Lack of differentiation and intervention in instructional blocks

Perceptions

Perceptions Summary

The attendance rate at McQueeney has remained near 95%, which is under the 98% goal, but is higher than the district average by about 2%. Attendance across subpops: AA 95.8%, Hispanic 94.9%, White 95.2%, SpEd 94.1%, and EcoDisc 94.4%.

In regards to discipline, the campus uses CHAMPS, PBIS and classroom interventions to support students. Project Wisdom is used at assembly, and struggling students are supported through the campus RtI committee and in PLC meetings. The percentage of students in disciplinary placements is well below the district average, and is only 0.3% higher than the state average.

The turn over rate is low at McQueeney. Teachers are supported through PLC groups, RtI systems, and coaching from administrators and peers. New teachers are now paired with a mentor teacher through the district initiative. They attend trainings together, and have regular check-ins.

According to the 2017 Campus Climate Survey: 87% of employees who participated rate the overall quality of the school as "good" or "excellent." 98% of participants feel that teachers are supported academically, 89% feel that students are supported academically, and 99% feel safe in their school. 100% agree that school-based administrators make decisions that are in the best interests of the students, and 80% feel that administrators are available when they have a concern. Overall, the staff feel that administrators are responsive and courteous when they have a concern. The staff feels that families are informed of and encouraged to attend school-sponsored activities, but could possibly be better served with more opportunities to volunteer. There is room for growth in seeking more input from families and students.

There is also room for growth in seeking input from the community. We currently have no campus level data directly from the community.

Perceptions Strengths

Attendance is fairly consistent across all school populations. Many incentive programs have been put into place, including RaaWee at the district level, to address attendance as an issue. Teachers are capable of, and interested in, helping students both academically and behaviorally. The campus climate survey reflects that the culture of the school values student growth, safety, and achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent volunteering and involvement is low **Root Cause:** Lack of parent feedback opportunities and of a proactive means of recruiting parent volunteers

Problem Statement 2: There are few to no opportunities to collaborate with community partners **Root Cause:** Lack of opportunity for community feedback and of proactive communication with the community as a whole.

Problem Statement 3: Few to no opportunities for local business involvement in school **Root Cause:** Lack of opportunity for business feedback and of proactive communication with local businesses

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: October 30, 2018

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 1: TEACHING AND LEARNING: By focusing on curriculum alignment, instructional practices, and support for special programs and sub-populations, McQueeney Elementary will show an increase in the percentage of students who achieve the Approaches/Meets/Masters performance levels from 82%/50%/24% to 90%/60%/30% in 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Teachers will implement the updated SISD planning protocol with fidelity.</p>	2.4, 2.6	Principal, Assistant Principal, Guiding Coalition Members, Teachers	<p>Planning will be focused on what students learn instead of what is taught. Lessons will be aligned to TEKS. Intervention system will be highly developed.</p> <p>By November, teachers will work collaboratively in PLCs to complete Steps 1-4 in the Purposeful Planning Protocol proficiently as evidenced by artifacts including the Unpacking the Standards Chart and Common Formative Assessments. Student objectives will align to TEKS as evidenced in lesson plans.</p> <p>By January, teachers will work collaboratively in PLCs to complete Steps 1-5 proficiently, as evidenced by artifacts including Unpacking the Standards Chart, Common Formative Assessments, and Data results from CFAs, and plans for interventions and extension of learning based on TEKS and data that evidences student mastery of TEKS.</p>				
Problem Statements: Student Academic Achievement 1, 2, 4							

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>2) Teachers will implement the use of SISD Instructional Framework to schedule their instructional time.</p>	<p>2.4, 2.5</p>	<p>Principal, Assistant Principal, Guiding Coalition Members</p>	<p>Increased and more efficient learning time that allows time to meet the needs of all children.</p> <p>By November, teachers will clearly understand the Instructional Frameworks, how they apply to the content areas they teach, and will turn in a class schedule reflecting the requirements of the SISD Instructional Frameworks.</p>				
<p>Problem Statements: Student Academic Achievement 2, 4</p>							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>3) McQueeney Elementary will implement Professional Learning Communities with fidelity.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Guiding Coalition Members, Teachers</p>	<p>Increased student achievement and teacher capacity. Lessons, objectives and evidence of learning will all align with TEKS. Clearly defined intervention and extension opportunities.</p> <p>By November, teachers will use the four PLC questions to plan for student learning. They will have classroom plans for intervention and extension of learning, and lessons will align to TEKS as evidenced through classroom schedules, Unpacking the TEKS planning document, and data analysis documents.</p> <p>By January, teachers will extend the use of the PLC and will plan for vertical and/or grade level intervention and extension opportunities for students, as evidenced in PLC meeting minutes, planning documents, data analysis and intervention documentation. Teachers will develop a plan to meet the 90/60/30 goal, and will meet with administrators to discuss plan.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 3, 4</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) In PLC meetings, teachers will unpack writing/grammar TEKS and vertically align learning objectives and common assessments to increase student achievement in writing.</p>	<p>2.4, 2.5, 2.6</p>	<p>Principal, Assistant Principal, Guiding Coalition Members</p>	<p>Students will be able to demonstrate mastery of grade level writing TEKS in line with 90/60/30 goal, as evidenced through common formative assessments.</p> <p>By November, teachers will unpack TEKS and clearly define learning objectives for first quarter Writing/Grammar TEKS and build a common formative assessment to determine student mastery.</p>				
<p>Problem Statements: Student Academic Achievement 3</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>5) Teachers will implement guided reading, guided math, and stations in their Tier 1 instructional block. We will purchase the Red Leveled Literacy Intervention System to support reading levels L-Q; purchase A-Z Licence for K-5 leveled readers to support reading practice both at school and at home; purchase ESGI computer based program that is correlated to the TEKS, which allows teachers to create assessments, flashcards, individualized parent letter which details what their child knows and what they need to work on. In addition, Education Galaxy will be purchased to support student growth in Math.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionist, Guiding Coalition Members	Improve and supplement the quality of instruction through a variety of multi-tiered support opportunities intended to support student growth.				
<p>Problem Statements: Student Academic Achievement 2, 4 Funding Sources: 211 Title I A - 13000.00</p>							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>6) Provide after school tutoring for 1st-5th grade At-Risk students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionist, Teachers	<p>Increase the number of students achieving approaches from 82% to 90% and meets from 50% to 60% through extended support in TEKS.</p> <p>By November, tutoring will be fully implemented. Istation data and IM data will begin to show gains.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2, 4 Funding Sources: 211 Title I A - 18750.00</p>							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6</p> <p>7) Students in grades 3-5 will participate in campus and district Science Fair and complete the projects independently. the goal of the Science Fair is to help students become more proficient in the scientific method and their communication skills. Winners of campus based science fair will be provided with Science Fair boards to utilize for the district Science Fair.</p>	2.4, 2.5	5th Grade Science Teacher, Principal, Assistant Principal	Students will deepen their understanding of the scientific process, build critical thinking skills, and will extend learning to real world application through participation.				
<p>Problem Statements: Student Academic Achievement 2</p>							

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 8) Increase student Science performance in grades 2-5 by emphasizing grade level Science TEKS, Science academic vocabulary, to increase rigor through classroom discussion, increased time invested in laboratory investigations, interactive word walls, and regular Science journal entries.	2.4, 2.5, 2.6	Science Teachers, Principal, Assistant Principal	All students will gain proficiency in all Science concepts and be able to use Science vocabulary to articulate Science concepts and to communicate learning. By November, teachers will analyze data from CBAs to adjust instruction in Science. Teachers will form intervention and extension groups and unpack TEKS for next unit in Science.				
	Problem Statements: Student Academic Achievement 1, 2						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 9) The Special Education teacher, along with classroom teachers, will create Intensive Programs of Instruction for students served by Special Education who did not pass the STAAR for grades 3-5	2.4, 2.6	Principal, Assistant Principal, Special Education Teacher, Classroom Teachers	To implement supports and interventions for special education students, overall increasing special education student growth by 2% by the end of year. By November, all students who qualify for IPI are identified and an IPI is created for the first semester of school.				
	Problem Statements: School Processes & Programs 3						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7 10) Promote teacher recommendations for GT testing in order to afford the opportunity to a more diverse GT population within the campus. We will also look to increase the number of students who participate in the program. The GT teacher will support teachers in identifying characteristics for potential GT students.	2.4, 2.5	Principal, Assistant Principal, classroom teachers, GT teacher	Increase the number of students participating in the GT program. This will impact the overall goal of moving students from meets to masters in STAAR performance.				
	Problem Statements: Student Academic Achievement 2						
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 11) GT teacher will incorporate skill and TEK based lesson into the GT curriculum in order to develop a deeper understanding of the grade level TEKS.	2.4, 2.5	Principal, Assistant Principal, GT teacher	Deepen the understanding of many grade level TEKS for GT students, moving students from meets to masters. By November,				
	Problem Statements: Student Academic Achievement 2						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>= Accomplished</p> </div> <div style="text-align: center;"> <p>= Continue/Modify</p> </div> <div style="text-align: center;"> <p>= No Progress</p> </div> <div style="text-align: center;"> <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: While 82% of the student population met standard at approaches, only 46% of students who participate in special education met standard at approaches. **Root Cause 1:** Lack of differentiated intervention strategies and supports.

Problem Statement 2: Gaps are closed up to approaches in subpopulations, however, they open up again at meets and masters. **Root Cause 2:** Lack of a defined tiered intervention and extension system.

Problem Statement 3: Writing scores are 62% met approaches, while other content areas are much higher. **Root Cause 3:** Inconsistent writing instruction across grade levels and content areas.

Problem Statement 4: While STAAR scores indicate high levels of success in reading, lower grade levels indicate that more than half of students are not reading on grade level according to Fountas and Pinnell formal running records. **Root Cause 4:** Lack of consistent balanced literacy instruction.

School Processes & Programs

Problem Statement 3: Students served by Special Education perform lower than other subpopulations **Root Cause 3:** Lack of differentiation and intervention in instructional blocks

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 2: POST-SECONDARY READINESS: At the middle and elementary schools, Seguin ISD will increase the targets met from 18% to 32% in the Academic Achievement component of the Closing the Gap domain.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7</p> <p>1) Individual conferences will be held with all students regarding their STAAR data, Istation data, Foundas and pinnell data and checkpoint data. Students and teachers will create a goal that reflects a full year of growth plus ten percent more. This data will be compiled in a data folder and students will track their progress in regards to their goals. This information will be communicated to parents at least every nine weeks.</p>	2.4, 2.5, 2.6, 3.2	Principal, Assistant Principal, All Academic Teachers	<p>Students will take ownership of their own learning, and will celebrate success as they grow. Teachers and students will work collaboratively to ensure that all students are making continued academic progress in support of the 90/60/30 goal.</p> <p>By November, Data folders will be created for each student, and plus ten goals will have been set at the first teacher-student conference. Communication will go home to parents regarding the goal.</p>				
Problem Statements: Student Academic Achievement 1, 2, 4							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>2) On-going professional development (within/out of district) will be provided as needed to support teacher and administrator growth.</p>	2.5	Principal, Assistant Principal, Guiding Coalition Members	Increase teacher and leader capacity to impact student growth.				
Problem Statements: Student Academic Achievement 4 Funding Sources: 211 Title I A - 11875.00							

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 6 CSF 7 3) Teachers will become increasingly more familiar with Rigor and Relevance components, and will implement these components in their lessons.	2.4, 2.5, 2.6	Principal, Assistant Principal, Guiding Coalition, Classroom Teachers	Increase student learning overall, closing the gaps at the masters level of achievement. Increase student growth by 2% in the special education population, so that McQueeney meets the target in the Closing the Gap domain. By November, teachers will be familiar with the Rigor and Relevance Framework, Characteristics of Student Performance, and Scaling the Rigor/Relevance components. Teachers will begin to use these elements in PLCs to evaluate current teaching practices as evidenced in PLC minutes. Administrators will create a plan for continued professional development of staff and Guiding Coalition on the Rigor and Relevance Framework. By January, teachers will use the Rigor and Relevance framework to guide lesson building and activity building in PLCs as evidenced in lesson plans.				
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 4) Offer a late bus to take students home after tutoring who wouldn't be able to stay otherwise	2.4, 2.5, 2.6	Principal, Assistant Principal, Transportation Office	Increased student participation in tutorials leading to increased student achievement by allowing students the opportunity to attend tutorials and transportation home from tutorials				

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: While 82% of the student population met standard at approaches, only 46% of students who participate in special education met standard at approaches. Root Cause 1: Lack of differentiated intervention strategies and supports.
Problem Statement 2: Gaps are closed up to approaches in subpopulations, however, they open up again at meets and masters. Root Cause 2: Lack of a defined tiered intervention and extension system.
Problem Statement 3: Writing scores are 62% met approaches, while other content areas are much higher. Root Cause 3: Inconsistent writing instruction across grade levels and content areas.
Problem Statement 4: While STAAR scores indicate high levels of success in reading, lower grade levels indicate that more than half of students are not reading on grade level according to Fountas and Pinnell formal running records. Root Cause 4: Lack of consistent balanced literacy instruction.

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).

Performance Objective 3: WHOLE CHILD SOCIAL EMOTIONAL LEARNING: McQueeney Elementary will increase learning opportunities that support and reinforce the health and well-being of all students by addressing safety, lifetime fitness, school attendance, extra-curricular activities and the emotional support of all student populations. Seguin ISD will increase attendance from 95.10% to 97.10%, and decrease out of school suspensions by 10%.





Evaluation Data Source(s) 3: Student attendance, discipline referrals, climate surveys, employee attendance, drop-out data, homeless, migrant, participation in extra-curricular activities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Each nine weeks, the name of a boy and girl student who had perfect attendance will be drawn to win a bike. All students with perfect attendance will earn a certificate and recognition at the assembly. At the end of the school year, students with perfect attendance will be entered into a drawing to win a tablet. Nine weeks attendance celebrations will also be held (i.e. snowcone party, etc.)</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Attendance Clerk, Classroom Teachers, Counselor	<p>Increased levels of attendance, resulting in increased student achievement.</p> <p>By November, the first drawing at assembly will be held at which all students with perfect attendance will be recognized and earn a certificate. The drawings for bikes will be held, and the first celebration will be a snowcone party.</p>				
Problem Statements: Demographics 1							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>2) Implement SISDs truancy intervention program, RaaWee, to identify students with absences, chronic absences, and truancy, and to stay in continual communication with parents of identified students.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Attendance Clerk, Counselor, Classroom Teachers	<p>Increase student attendance from 95% to 98% through communicating and planning with parents, resulting in higher levels of student learning and achievement.</p> <p>By November, Implement the first letters of RaaWee. Identify students who are chronically absent or truant and schedule a conference with parents to form attendance interventions.</p>				
Problem Statements: Demographics 1							

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Pilot the LiiNK program in fist grade and kindergarten to meet the needs of the whole child, and to increase student learning, and decrease discipline incidents.</p>	2.5, 2.6	Principal, Assistant Principal, First Grade Teachers, Kindergarten Teachers, PE Teacher, Counselor	<p>The LiiNK breaks and character development program, Positive Action, support the development of the whole child, and increase focus, learning, and positive social interactions, and decrease discipline issues and off-task behaviors in the classroom.</p> <p>By November, teachers will deliver the Positive Action lesson daily, and will have transitions down to under 3 minutes.</p>				
Problem Statements: Student Academic Achievement 2, 4							
<p>Critical Success Factors CSF 4 CSF 6</p> <p>4) Participate in Red Ribbon Week, anti-violence/ anti-bullying prevention strategies and other positive campus/district/national initiatives, such as "No Place for Hate," Character Education week, Unity Day, No Name Calling Week, and The Great Kindness Challenge.</p>	2.5, 2.6	Counselor, Principal, Assistant Principal	<p>Increase a positive, learning centered culture, and decrease discipline and conflict incidents.</p> <p>By November, a plan for each activity will be in place. No Place for Hate will host two events.</p>				
Problem Statements: Demographics 1 - Student Academic Achievement 2							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Each teacher will display their college diploma in their classrooms to promote college and career readiness. Teachers will wear their own cap and gowns for Kindergarten graduation, and will wear college t-shirts the last Thursday of every month to increase awareness of college options. In addition, pennants will be hung in the hallways, and 5th grade students and parents will be invited to attend Explore UT in the Spring.</p>	2.5, 3.2	Principal, Assistant Principal, Counselor, 5th Grade Teachers	<p>Increase student awareness of college and university options and to encourage them to reach personal goals by being aware of long term options.</p> <p>By November, every teacher and administrator will have their diplomas on display in their classrooms, and will have presented to the class their reasons for attending the college or university and how earning a diploma was helpful for them.</p>				
Problem Statements: School Processes & Programs 1 - Perceptions 1							
Funding Sources: 211 Title I - Parental Involvement - 190.67							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) The Music teacher will organize various musical programs throughout the year (Holiday, Spring, End of Year, etc.)</p>	2.5	Principal, Assistant Principal, Music Teacher	<p>Students will be more engaged in the various opportunities that the school offers, increasing attendance rates.</p> <p>By November, the Music teacher will schedule the musical programs to be conducted throughout the year, and will meet with administrators to approve scheduled events.</p>				
Problem Statements: Demographics 1 - Perceptions 1							

<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Continue to provide elementary students with attendance at the Children's Theatre performance at SHS, the Mid-Texas Symphony concert at Jackson Auditorium, 1st Grade attendance to the Magic Theater, and band/choir performances by Saegert, the middle schools or SHS.</p>	2.5	Principal, Assistant Principal, Counselor, Teachers, Fine Arts Staff	<p>Students will be engaged and enriched through broad opportunities for learning, and attendance will increase.</p> <p>By November, major events will be placed on the calendar and parent letters will be prepared to be sent home.</p>				
Problem Statements: Demographics 1 - Perceptions 2							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>8) Fifth grade students will attend HEB Camp in Leakey, Texas. Science, Math, and Physical Education TEKS will turn classroom experiences into real life situations.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Counselor, Librarian, Fifth Grade Teachers	<p>Students will be fully immersed in content areas and will make real life connections, deepening content area understanding.</p>				
Problem Statements: Student Academic Achievement 2							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>9) Students will attend the Alamo and the Battle of Texas Museum to reinforce what they have learned in Social Studies and Reading. The following TEKS will be addressed and reinforced with this field trip: 4.3A, 4.3B, 4.6A, 4.15A, 4.16A, 4.16D, 4.17D, 4.21B</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Fourth Grade Teachers, Counselor	<p>Students will be fully immersed in content areas and will make real life connections, deepening content area understanding.</p>				
Problem Statements: Student Academic Achievement 2 - Perceptions 2							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>10) Physical Education program will be used to support the whole child in the following ways: implement district initiative CATCH (Coordinated Approach to Child Health), participate in Jump Rope for Heart and Hoops for Heart to educate students on healthy eating and exercise benefits, grades 3-5 will participate in State mandated FitnessGram, and PE teacher will attend TAHPERD conference.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, PE Teacher	<p>Increase student overall health and improve student choices related to health. Improve student performance through decreasing issues such as health concerns or impacts of poor health choices.</p>				
<p>Problem Statements: Demographics 1 - Student Academic Achievement 2</p> <p>Funding Sources: 211 Title I A - 396.47</p>							

<p>Critical Success Factors CSF 6</p> <p>11) A comprehensive training will be given in regards to the district adopted ALICE Program. The counselor will support the implementation through the reading of "Be Aware, Not Scared." Drills will be implemented for each of the ALICE components: Alert, Lock Down, Inform, Counter, Evacuate.</p>	2.5	Principal, Assistant Principal, Counselor, Teachers	<p>Students will be empowered through participation in drills and meeting with the counselor. Students will feel safe at school, eliminating a fear of safety as a cause of absenteeism.</p> <p>By November, one ALICE drill will have been conducted and "Be Aware, Not Scared" will have been read to all classes.</p>				
Problem Statements: Demographics 1							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>12) PBIS Team will meet monthly and evaluate discipline data to make informed decisions about common core areas, as well as teacher classrooms that need Tier 1 and 2 behavior support.</p>	2.4, 2.6	Principal, Assistant Principal, PBIS Team	<p>Support student growth in behavior so that behavior does not interfere with instruction or learning.</p> <p>By November, the PBIS Team will meet and review historical data and discuss any areas of concern. They will bring intervention plans to Rtl to document progress in student behavior.</p>				
Problem Statements: Student Academic Achievement 2							
<p>Critical Success Factors CSF 1 CSF 6</p> <p>13) The counselor will use the district approved curriculum to provide guidance lessons to support the social/emotional needs of students at the Tier II level, including Bridges, Lunch Bunch Groups, and Project Wisdom.</p>	2.5, 2.6	Principal, Assistant Principal, Counselor, PBIS Committee	<p>Increase student understanding of appropriate academic behaviors, thus increasing time spent on learning and decreasing discipline issues across the campus.</p> <p>By November, the counselor will identify students who will benefit from Tier II interventions and will communicate these to the PBIS Committee.</p>				
Problem Statements: Student Academic Achievement 2							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: Attendance rates have remained below the 98% goal. Root Cause 1: McQueeney and SISD have not been able to communicate the negative effects of low attendance on student learning, or the Texas State laws in regards to student attendance.</p>
Student Academic Achievement
<p>Problem Statement 2: Gaps are closed up to approaches in subpopulations, however, they open up again at meets and masters. Root Cause 2: Lack of a defined tiered intervention and extension system.</p>
<p>Problem Statement 4: While STAAR scores indicate high levels of success in reading, lower grade levels indicate that more than half of students are not reading on grade level according to Fountas and Pinnell formal running records. Root Cause 4: Lack of consistent balanced literacy instruction.</p>

School Processes & Programs

Problem Statement 1: Student achievement is comparable across subpopulations through approaches, but not at meets and masters. **Root Cause 1:** Lack of system in which students make goals and track their own progress.

Perceptions

Problem Statement 1: Parent volunteering and involvement is low **Root Cause 1:** Lack of parent feedback opportunities and of a proactive means of recruiting parent volunteers

Problem Statement 2: There are few to no opportunities to collaborate with community partners **Root Cause 2:** Lack of opportunity for community feedback and of proactive communication with the community as a whole.

Goal 1: Improve student learning through improved instructional practice (Strategic Priority 1).





Performance Objective 4: RESPONSE TO INTERVENTION (RtI): Seguin ISD will reduce the percentage of students who meet at risk criteria in reading (using Tier 3 Istation) by 4 percentage points from 25% to 21% and Math (using <25th %ile in TEMI) by 4 percentage points from 24% to 20%.

Evaluation Data Source(s) 4: Istation, TEMI for K-2 students

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy 1) A part-time aide will be hired to support kindergarten literacy.	2.4, 2.5, 2.6	Principal, Assistant Principal, Interventionist, Kinder Teachers	Increase reading levels of kindergarten students to build a strong literacy foundation. By November, a tutor will be hired and will follow a regular intervention schedule that supports small groups of students who are behind.				
				Problem Statements: Student Academic Achievement 4 Funding Sources: 211 Title I A - 11200.00			
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Additional support person for math intervention will be hired using Title 1 funds.	2.4, 2.5, 2.6	Principal, Assistant Principal, Math Classroom Teachers,	Students will be able to receive small group and individualized instruction to close the gap at not only the approaches level, but also the meets level. By November, a support person will be hired and will support students who are behind in mastering TEKS in Math.				
				Problem Statements: Student Academic Achievement 2 Funding Sources: 211 Title I A - 7840.00			
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Additional support person will be hired to support reading intervention using Title I funds.	2.4, 2.5, 2.6	Principal, Assistant Principal, Reading Teachers	Students, especially at-risk students, will receive reading intervention in small groups to close the gaps at the meets level. By November, a support person will be hired and will offer reading intervention to students in small group according to an intervention schedule.				
				Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 Title I A - 47760.00			

<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Guiding Coalition will analyze data from a campus perspective to inform campus-wide decisions and intervention systems to increase student achievement.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Guiding Coalition	<p>A campus-wide RtI system will be defined in order to support struggling students.</p> <p>By November, the Guiding Coalition will meet to conduct the State of the Campus analysis. Tier I, II, and III interventions will be decided upon, defined and communicated to teachers through their Guiding Coalition Member. Students will be divided into thresholds, and this information will go into the student data tracking binders for teachers and students to conduct BOY conferences. Campus-wide areas of need will be communicated to grade level teams as well, through their Guiding Coalition Members.</p>				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1, 2, 3							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>5) Teachers will use Istation, Imagine Math, Fountas and Pinnell reading levels, CBAs, checkpoint and EOLs to track student progress, and to adjust instruction.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Guiding Coalition Members, Teachers	<p>Teachers will continually monitor student progress and will intervene quickly and regularly to address and close learning gaps.</p> <p>By November, teachers will use PLC time to analyze current data, to address gaps in learning and gaps in teaching to inform instructional progress. They will define intervention/extension groups and identify Tiers of support for each student based on their most recent CBA, Istation results and Imagine Math results.</p>				
Problem Statements: Student Academic Achievement 1, 2, 3, 4 - School Processes & Programs 3							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>6) The campus RtI team will implement the REVISED RtI Guidelines for SISD.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, RtI Team	<p>Student achievement will increase to meet the campus 90/60/30 goal. The campus will quickly identify student needs, intervene efficiently and effectively, and reduce achievement gaps. Our campus RtI process will increasingly align with the district process and expectations.</p> <p>By November, all students identified as needing RtI interventions will participate in small group interventions based on need. Progress will be tracked by intervention teachers, and will be communicated to grade level teachers. RtI committee members will have read the RtI guidance document for Seguin ISD.</p>				
Problem Statements: Student Academic Achievement 1, 2							

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 7) At each monthly RtI meeting, a monitoring list will be updated and then submitted by the deadline.	2.4, 2.5, 2.6	Principal, Assistant Principal	All students in need of RtI support will be identified and their progress will be tracked monthly. By November, all grade level teams will have met with the RtI committee. All students across the campus who did not meet standard on a universal screener, on 2017-2018 STAAR, or who have otherwise demonstrated a learning need, will be documented on the monthly monitoring list. The list will be submitted in a timely manner, and an intervention plan will have been made for each student in need of academic and/or behavioral interventions.				
	Problem Statements: Student Academic Achievement 2, 3, 4						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: While 82% of the student population met standard at approaches, only 46% of students who participate in special education met standard at approaches. Root Cause 1: Lack of differentiated intervention strategies and supports.
Problem Statement 2: Gaps are closed up to approaches in subpopulations, however, they open up again at meets and masters. Root Cause 2: Lack of a defined tiered intervention and extension system.
Problem Statement 3: Writing scores are 62% met approaches, while other content areas are much higher. Root Cause 3: Inconsistent writing instruction across grade levels and content areas.
Problem Statement 4: While STAAR scores indicate high levels of success in reading, lower grade levels indicate that more than half of students are not reading on grade level according to Fountas and Pinnell formal running records. Root Cause 4: Lack of consistent balanced literacy instruction.
School Processes & Programs
Problem Statement 1: Student achievement is comparable across subpopulations through approaches, but not at meets and masters. Root Cause 1: Lack of system in which students make goals and track their own progress.
Problem Statement 2: Students do not achieve as well in Writing as they do in other core content areas. Root Cause 2: Lack of consistent focus on writing instruction and delivery of curriculum
Problem Statement 3: Students served by Special Education perform lower than other subpopulations Root Cause 3: Lack of differentiation and intervention in instructional blocks

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 1: PARENTAL AND FAMILY ENGAGEMENT: Increase the number of opportunities for teachers and staff to engage in meaningful dialogue with parents and families by 15%.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Attend Building Capacity and Strengthening Partnership for Family Engagement on September 25, with Region 20</p>	3.1, 3.2	Principal, Assistant Principal	Build capacity in school leadership to better partner with parents and families to improve student learning				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 Title I - Parental Involvement - 50.00</p>							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>2) Parent surveys will be made available at the conclusion of each grading cycle to ascertain ways in which parents would like to partner with the school, practices and programs that benefit their child, and suggestions for refinement.</p>	2.6	Principal, Assistant Principal, Counselor, Teachers	<p>Use parent feedback to provide more opportunities for parent involvement and volunteering. Use parent feedback to refine our practices and programs to better meet the needs of both students and their families.</p> <p>By November, the first quarter survey will be created by the Guiding Coalition, and distributed to parents with report cards. An online option will be made available as well. The results will be analyzed with the Guiding Coalition and at least one point of success will be celebrated and one area of possible refinement will be addressed and an action plan created.</p>				
<p>Problem Statements: Perceptions 1</p>							

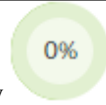
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Encourage family involvement by sponsoring family participation nights, to include Math/Science Night, Family Reading Night, and a Writing Night, and For the Love of Reading.</p>	2.5, 2.6, 3.2	Principal, Assistant Principal, Counselor, Librarian, Classroom Teachers	<p>To create a better line of communication between teachers and parents concerning curriculum and academic expectations and growth of students. More effective communication between families and school will increase student achievement.</p> <p>By November, Math/Science Night, Family Reading Night, and For the Love of Reading will be added to the school calendar. Basic expectations will be set by the Guiding Coalition.</p>				
Problem Statements: Perceptions 1							
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>4) Conduct a meeting to jointly review and develop the Parent and Family Engagement Policy and School-Parent Compact.</p>	3.1, 3.2	Principal, Assistant Principal, Counselor	<p>Increase parent feedback and involvement in school decision making opportunities, leading to higher student achievement.</p> <p>By November, a meeting will be planned and scheduled to develop and review the Parent and Family Engagement Policy and the School-Parent Compact separately. Parents will be notified in advance of the meetings, and there will be multiple opportunities for input.</p>				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>5) Create a school-wide Remind 101 to send school related information via text, in addition to the School Messenger call out system.</p>	3.2	Principal, Assistant Principal, School Secretary, Counselor	<p>Provide multiple lines of communication to parents so that they may stay informed of school events and opportunities for feedback through multiple media.</p> <p>By November, a school Remind 101 will be created and a manager will be designated. Any information going home in the form of fliers or call out will also be sent out through Remind 101.</p>				
Problem Statements: Perceptions 1							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Host an evening for parents to come learn how to use district media such as TEAMS for gradebook, Twitter, Facebook, and Remind 101.</p>	3.2	Principal, Assistant Principal, Counselor, Guiding Coalition	<p>Empower parents to use the technological means of communication offered through SISD and our campus. Seek feedback to improve communication practices.</p> <p>By November, an date and outline will be created for the event. A feedback instrument and agenda will be created, and specific jobs will be assigned to staff.</p>				
Problem Statements: Perceptions 1							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Perceptions



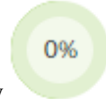

Problem Statement 1: Parent volunteering and involvement is low **Root Cause 1:** Lack of parent feedback opportunities and of a proactive means of recruiting parent volunteers

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).

Performance Objective 2: PUBLIC RELATIONS and COMMUNICATIONS: McQueeney Elementary will improve the public relations as measured by constructive feedback collected from social media and parent/community surveys.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 1) An iPad will be stationed at the front desk with a short survey to collect feedback from the community as they visit the school. Data will be analyzed quarterly to further develop the survey and strategies to improve the relationship between the campus and community.	3.1, 3.2	Principal, Assistant Principal, front office staff	McQueeney Elementary will enter into a relationship with the community it serves that is mutually beneficial. By November, a survey will be developed with parents and local community members that will be available on an iPad stationed at the front desk. All visitors will be invited to participate in the survey before they exit the building.				
				Problem Statements: Perceptions 1, 2, 3			
Critical Success Factors CSF 5 CSF 6 2) Promote the success of our students and teachers by sharing newsworthy information, photos, and other means of communication with the district PIO and/or on the campus website, Facebook page, Twitter, newsletters and other means of campus communication.		Principal, Assistant Principal, Counselor	Continue to keep the retention rate at McQueeney high and increase positive interactions with the community by continually communicating the successes of the school, and of the students and staff who make up the school. By November, a plan will be established to identify major events and school opportunities that should be shared across all media platforms, with release dates outlined and a system defined for sharing these events.				
				Problem Statements: Perceptions 1, 2			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: Parent volunteering and involvement is low Root Cause 1: Lack of parent feedback opportunities and of a proactive means of recruiting parent volunteers
Problem Statement 2: There are few to no opportunities to collaborate with community partners Root Cause 2: Lack of opportunity for community feedback and of proactive communication with the community as a whole.
Problem Statement 3: Few to no opportunities for local business involvement in school Root Cause 3: Lack of opportunity for business feedback and of proactive communication with local businesses

Goal 2: Engage parents, industry, and community partners to enrich the experience of students and staff and to establish Seguin ISD as an integral part of the community (Strategic Priority 2).





Performance Objective 3: PARTNERSHIPS: McQueeney Elementary will increase the number of business and community partnerships through active participation in community-based opportunities and events by 15%.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 5 CSF 6</p> <p>1) The school leadership team will research and participate in community- based events.</p>		Principal, Assistant Principal, Guiding Coalition	<p>The school will increase the number of business and community partnerships, inviting more feedback for school improvement, and creating productive relationships that positively impact student learning.</p> <p>By November, each member of the school leadership team, including the principal, assistant principal, counselor, and guiding coalition, will research community based events and possible partnerships with businesses that put on various events. They will commit to attending a community event with the goal of introducing themselves as a representative of McQueeney Elementary and finding a contact person for the organization or business with a goal of creating a partnership between the school and the community organization or business.</p> <p>By January, the leadership team will update the committee on their progress toward building partnerships with community based organizations and businesses. We will begin to plan for at least two opportunities for the school to participate with a community organization and/or business to serve the community.</p>				
Problem Statements: Perceptions 2, 3							

Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 2) The campus will continue to collaborate with Texas Lutheran University in the RSVP and America Reads programs to support learning in the classroom.	2.5	Principal, Assistant Principal, Classroom Teachers	Students will benefit from additional support in the classroom.				
	Problem Statements: Perceptions 2						
Critical Success Factors CSF 1 CSF 5 CSF 6 3) Continue partnerships with local businesses/organizations to promote the image of SISD and the campus (McQueeney Lions Club, McQueeney Baptist Church, McQueeney VFW, McQueeney Fire Department)	2.5	Principal, Assistant Principal, Counselor	Form mutually beneficial partnerships that support students and their families, overall impacting and increasing student learning and offering opportunities that support the whole child.				
	Problem Statements: Perceptions 2, 3						
Critical Success Factors CSF 5 CSF 6 4) Host an annual event to acknowledge and give appreciation to the veterans within the community.	2.5	Principal, Assistant Principal, Counselor	Make students aware of veterans and their impact on the community. Help students to see the career option of going into armed forces.				
	Problem Statements: Perceptions 2						
Critical Success Factors CSF 5 CSF 6 5) Communicate major school events to community organizations and businesses via call out system, Remind 101 and mail to encourage attendance and feedback from a broader range of community members.	3.2	Principal, Assistant Principal, School Secretary, Counselor, Teachers	By increasing communication, community organizations and businesses will become aware of opportunities to collaborate with the school, increasing feedback and opportunities to build partnerships in support of students. By November, a list of local businesses will be obtained by the school secretary. The principal and assistant principal will call local businesses to offer an appropriate business or organization representative the opportunity to join our Remind 101 and School Messenger call out system in order to stay informed of local school events.				
	Problem Statements: Perceptions 2, 3						

<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) In the spring, our campus will host a Career Day or Night partnered with local professionals.</p>	2.5, 3.2	Principal, Assistant Principal, Guiding Coalition	<p>Increase student awareness of varied career options and the importance of education in relation to those career choices. Increase collaboration with local businesses.</p> <p>By November, a date and general outline of the Career Day/Night event will be produced in a Guiding Coalition meeting. A feedback instrument will be created to use at the conclusion of the event to gain feedback from students, parents, teachers, and business partners/volunteers.</p> <p>By January, local business partners will be contacted and volunteers for the event will be enlisted. Teachers will form a plan that connects current learning to the Career Day/Night event.</p>				
Problem Statements: Perceptions 2, 3							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>7) Host a canned food drive partnered with local businesses for the food bank.</p>	3.2	Principal, Assistant Principal, Cheer Committee, Guiding Coalition, Counselor	<p>Increase partnerships with local businesses that benefit families and the community we serve.</p> <p>By November, the date for the event, the members who will participate, and a feedback instrument for the event will be created and shared with the faculty and staff of McQueeney.</p>				
Problem Statements: Perceptions 3							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: There are few to no opportunities to collaborate with community partners Root Cause 2: Lack of opportunity for community feedback and of proactive communication with the community as a whole.</p>
<p>Problem Statement 3: Few to no opportunities for local business involvement in school Root Cause 3: Lack of opportunity for business feedback and of proactive communication with local businesses</p>

Goal 3: Create the conditions in Seguin ISD to recruit, retain and engage employees (Strategic Priority 3).

Performance Objective 1: RECRUIT, RETAIN, AND ENGAGE EFFECTIVE TEACHERS AND ADMINISTRATORS: McQueeney Elementary will achieve a teacher turnover rate of less than 15% and an administrator turnover rate of less than 10%

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy PBMAS Critical Success Factors CSF 6</p> <p>1) A shout-out board will be posted in the front office that will allow all faculty and staff to write a praise statement on a sticky-note and then post it for recognition.</p>		Principal, Assistant Principal, Counselor, all faculty and staff	<p>By providing continual opportunities to recognize and celebrate achievements of team members, we will keep the turn over rate at McQueeney low.</p> <p>By November, a shout out board will be posted in the front office and fully stocked with sticky-notes. The purpose will be shared with the faculty and staff at a faculty meeting, and examples will be posted.</p>				
<p>Critical Success Factors CSF 6</p> <p>2) At each faculty meeting, staff will be encouraged to share celebrations as the first agenda item.</p>		Principal, Assistant Principal	To help the school maintain a low turn over rate by encouraging faculty and staff to recognize personal achievements and achievements of others.				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>3) Each teacher will participate in a committee that addresses a school need. There will also be a PTC committee to connect parents and school faculty.</p>		Principal, Assistant Principal, Counselor, faculty	<p>Teachers will have an opportunity to participate in the decision making process in various areas of need in the school.</p> <p>By November, each teacher will be assigned to a committee. A committee chair will be determined at the first meeting, which is to be held no later than October 31st. At the first meeting, priorities will be set and meeting dates for the school year will be determined.</p>				

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Yomeida Guerra	principal
Administrator	Rhonda Jubela	assistant principal