Seguin Independent School District

McQueeney Elementary School

2023-2024 Campus Improvement Plan

Mission Statement

Building meaningful relationships that

empower our community and

inspire tomorrow's leaders.

Vision

No Excuses. No Exceptions. We Succeed.

Value Statement

Regarding students and learning, we believe ALL students can learn and grow in an engaging and nurturing environment.

Regarding teachers and teaching, we believe in a culture of collaboration that ensures best instructional practices that are rigorous, engaging, and differentiated.

Regarding learning communities, we believe mutual respect will lead to collaborative relationships that help us reach our common goal.

Regarding families and communities, we believe that families and teachers partner together to support our students to become positive, and productive citizens.

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Comprehensive Needs Assessment

Revised/Approved: September 6, 2023

Demographics

Demographics Summary

McQueeney Elementary School serves about 300 students from kindergarten through fifth grade. 83.8% percent of our students are economically disadvantaged. 64.8% of our students are Hispanic, 23.8% are White, and 5.5% are African American. 12.1% of students qualify for Special Education, 3.9% are serviced under 504 and 2.9% are Emergent Bilinguals. Our mobility rate is 16.7%. 44.6% of our students are female and 55.4% are male. 0% of our students served disciplinary placements. 50.2% of our students are at-risk. Many students have experienced trauma.

The average class size is 17.

Our staff is 33.4% Hispanic, 62.5% White, and 4.2% are African American.

Demographics Strengths

There is a low percentage of students that experience disciplinary placement, and no student was placed at DAEP in the 2022-2023 school year. The student population is diverse, as is the teacher population. The teacher Hispanic population at McQueeney is higher than that of the district and the state, which indicates an effort to diversify staff to more closely mirror the community and student populations. Free breakfast and lunch are provided to all students. At-risk students are discussed regularly during RtI (Response to Intervention) and PLC (Professional Learning Community) meetings. Special Education, 504, GT and Dyslexia programs provide specialized support utilizing research-based methods and individual student needs. McQueeney is a campus that prides itself on its social/emotional student support. We are a LiiNK school that strives to teach students resilience and leadership skills. Students receive additional help after school during ACE tutoring. McQueeney's Counselor supports parents and grandparents through the school's Caregiver Group program.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Large amount of students in grades K-5 are not reading on grade level. **Root Cause:** Lack of vocabulary, foundational skills and life experiences have created gaps.

Problem Statement 2: Special Education students are not performing as well as peers on state assessments. **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 3: First Year teachers and new staff members will require additional support. **Root Cause:** High-turnover rate from several previous consecutive school years

Problem Statement 4: Trauma interferes with student's ability to learn. **Root Cause:** Teachers need to have more training and resources in trauma informed instruction.

Student Learning

Student Learning Summary

2023 Benchmark assessment data

3rd-grade Reading 67% Approaches/30% Meets/30%Masters

3rd-grade Math 50%/22%/9%

4th-Grade Reading 68%/22%/2%

4th-Grade Math 47%/25%/13%

5th-Grade Reading 77%/37%/10%

5th-Grade Math 58%/30%/10%

5th-Grade Science 70%/18%/13%

2023 End of year assessments indicated the following:

Preliminary STAAR Reading Scores: 3rd-grade 74% Approaches/41% Meets/7% Masters, 4th-Grade 77%, 49%, 19%, 5th-Grade 76%/45%/17%

Preliminary STAAR Math Scores: 3rd-grade 74% Approaches/44% Meets/13% Masters, 4th-Grade 63%/35%/13%, 5th-Grade 65%/33%/7%

Preliminary STAAR Science Scores: 5th-Grade 67% Approaches/35% Meets/12% Masters

2022-2023 EOY ISIP results indicated:

66% at or above level in kindergarten

50% at or above level in first grade

41% at or above level in second grade

57% at or above level in third grade

68% at or above level in fourth grade

57% at or above level in fifth grade.

Student Learning Strengths

Students made gains in the area of math in all grade levels.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many students have gaps in core subjects such as math, reading, and science.   **Root Cause:** Not all teachers provide high-quality instruction all day, every day.

Problem Statement 2: All math teachers will need to invest additional time and resources into Eureka Math.   **Root Cause:** Eureka Math PL will be new to new teachers hired for the 2023-2024 school year

Problem Statement 3: Special Education students are not performing as well as peers on state assessments.   **Root Cause:** Lack of knowledge and balance on how to meet their IEP goals and support the student's general education curriculum.

Problem Statement 4: Students struggle to write.   **Root Cause:** Students lack the opportunity to write across all content areas and grade levels.

School Processes & Programs

School Processes & Programs Summary

Many teachers this year are new to content areas and/or grade levels. In addition, the staff does include people from a variety of races and ethnicities. However, it would be positive if the campus continued to focus on hiring a more diverse staff to reflect the student population. Staff are supportive of professional development. We have a strong PLC schedule that allows for regular collaboration and ongoing professional development for all teachers throughout the year, both on campus and district-wide. The district curriculum and instruction department provides professional development for our teachers when needed. Seguin ISD also implements a mentorship program for new teachers. Campus and district PLCs are structured and allow for a collaborative approach to enhance district-wide lesson plans. All teachers have been provided a Chromebook, document camera, and projector. Students have access to either laptops or iPads at a 1:1 ratio. All teachers have access to network printers in black and white and have access to a poster maker, laminator, and die-cut machine. The campus has a computer lab as part of the specials rotation schedule.

Other programs on campus include special rotations where students have access to tech, PE, and Music. All students also participate in library, AVID Writing Lab, and guidance lessons on a rotating schedule. We have a fully developed Special Education, GT, and Dyslexia program, and track all student progress through MTSS. Our campus PBIS, Restorative, and SST teams continue to develop, and attendance will be added as a committee around the second nine weeks of school. McQueeney also has a Cheer Committee that is chaired by the counselor to help with campus morale. Our ACE program successfully provides additional support after school to students who qualify for the program. Our master schedule ensures bell-to-bell instruction. Our master schedule also includes our W.I.N. block for each grade level. Students receive "what they need" during this 45-minute block for intervention or enrichment.

School Processes & Programs Strengths

According to surveys, students and staff members are overall satisfied with the school culture and climate. Students and staff feel safe at school. Academic, behavioral, and extracurricular expectations are rated overall good. We are overall effective in fulfilling our campus vision and mission. Our RtI committee addresses behavior and academic issues regularly. We provide many opportunities to attend professional development.

100% of teaching staff participate in PLCs.

Mentorship program.

Expanding online access to reading resources, e.g., MyOn, Epic, Beanstack

100 minutes of PLC/Collaborative Planning time is provided for each grade level weekly

Additional resources have been purchased to support tier I and intervention instruction.

Document cameras in every classroom.

Teacher Chromebooks

Projectors in each classroom

Computer lab

Poster maker

Die cut machine and copy machines in the teacher workroom.

Grade level printers

1-1 technology for students

Ipads were purchased for each classroom teacher to utilize Apple TV

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of family involvement   **Root Cause:** Families only attend high-interest events such as Winter Carnival or a music production as opposed to literacy or academic nights.

Problem Statement 2: Attendance goal not met for 2022-2023 school year.   **Root Cause:** Teacher attendance was poor.

Perceptions

Perceptions Summary

McQueeney Elementary serves a very diverse population of students that have high social/emotional needs as well as academic deficits. Our students are usually from single-parent or dual-working households. Many of our parents work multiple jobs and often have multiple families living in one household. Students learn best when they are in an environment in which they feel safe, supported, challenged, and accepted. At McQueeney Elementary, students and staff are overall satisfied with the climate and culture of our campus. When planning activities, we take into account the multiple types of jobs family members hold and try to accommodate their work schedules. We had Grandparents Day, a Winter Carnival, Family Reading Night, Academic Night, and other activities for families to join. Through LiiNK, our entire campus is trained in using the Positive Action Character Curriculum. We have an Rtl committee that focuses regularly on students with discipline and learning issues and works proactively and collaboratively to address those issues. We have established a PBIS committee dedicated to addressing discipline concerns and organizing incentives to recognize students who exhibit good behavior on a consistent basis. Events are communicated with a monthly campus calendar of events, the marquee, callouts, Remind app, and fliers in both English and Spanish. Parents are also asked to participate, as best as they can.

Perceptions Strengths

School Messenger was utilized regularly to provide important information and upcoming events.

Remind App and weekly newsletters for school and parent communication.

Seesaw has been rolled out to all grade levels and is used with frequency.

Extracurricular Activities at McQueeney

Kindness Club

McQueeney Lakeside Singers

Annual Winter Carnival

Veteran's Day Celebration/Brunch

 Student Safety Patrol Team

ACE

ACE Tutoring

One Book One School

You + Me = Family (Caregiver Group)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community involvement continues to be low.   **Root Cause:** Community partnerships have not been established.

Problem Statement 2: Family involvement continues to be low.   **Root Cause:** Lack of communication and high-interest events for families to attend events

Priority Problem Statements

Goals

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 41% to 54% by August 2025.

Performance Objective 1: By the end of the 2023-24 school year, the percentage of students achieving Meets Grade Level or above on the Reading STAAR in grades 3-5 will improve from 45% to 55%.

Goal 1: Increase the percentage of third-grade students who score meets grade level or above on STAAR (State of Texas Assessment of Academic Readiness) Reading from 41% to 54% by August 2025.

Performance Objective 2: By the end of the 2023-24 school year, the percentage of students who perform on grade level in ISIP Reading will improve from 45% to 65% in kindergarten, 57% to 70% in first grade, and 51% to 70% in second grade.

Strategy 1 Details	Reviews			
Strategy 1: Each month, the classroom with the most growth will earn a pizza party.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	50%	80%	

Strategy 2 Details	Reviews			
Strategy 2: Headphones are needed for the best testing results and mesh bags needed for storage.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Studnet performance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers **Title I:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A	N/A	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 44% to 59% by August 2025.

Performance Objective 1: By the end of the 2023-24 school year, the percentage of students achieving meets grade level or above on the Math STAAR in grades 3-5 will improve from 37% to 55%.

Strategy 1 Details			Reviews			
Strategy 1: Math teachers will provide afterschool tutorials.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase meets & masters scores			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal			N/A	N/A	N/A	
Title I: 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 2: Increase the percentage of third-grade students who score meets grade level or above on STAAR Mathematics from 44% to 59% by August 2025.

Performance Objective 2: By the end of the 2023-24 school year, the percentage of students who perform on grade level in Imagine Math K-2 will increase by 25%.

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Performance Objective 1: By the end of the 2023-24 school year, overall STAAR scores in all subjects for students in grades 3-5 will increase from 40% to 58% for meets and from 13% to 25% for masters.

Strategy 1 Details	Reviews			
Strategy 1: AVID Site Coordinator will schedule monthly Career Chats to take place during Friday morning assembly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	50%	80%	

Strategy 2 Details	Reviews			
Strategy 2: The AVID Site Coordinator and grade-level representatives will attend the AVID Summer Institute in San Antonio July 16th-18th.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	20%	50%	

Strategy 3 Details	Reviews			
Strategy 3: McQueeney ES will have a mobile device cart to support blended learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Blended Learning	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A	N/A	50%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: By May 2024, the Panorama Student Survey SEL score (Emotional Regulation, Grit, Social Awareness) in grades K-5 will improve to 85% or above the national norm.

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 2: McQueeney Elementary School will increase opportunities and allocate resources that support and reinforce health and wellness as a foundation for learning.

Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 3: By the end of the 2023-24 school year, McQueeney will increase attendance from 93.33% to 95%.
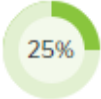
Goal 4: McQueeney Elementary will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 4: By the end of the 2023-24 school year, the campus leadership team will evaluate and track safety, appearance, and cleanliness in all campus areas.

Goal 5: McQueeney Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Mcqueeney Elementary School will increase the amount of teacher support throughout the year.

Strategy 1 Details			Reviews			
Strategy 1: Principal and AP will attend Lead4Ward Think! Conference.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Every teacher on campus will provide effective instruction and will cultivate a growth mindset. Every student learns to love learning and love taking on new challenges.			**Nov**	**Jan**	**Mar**	**June**
			50%	100%	100%	

Strategy 2 Details			Reviews			
Strategy 2: The principal and assistant principal will attend the TEPSA summer conference.			**Formative**			**Summative**
Strategy's Expected Result/Impact: advance best practices and improve school culture			**Nov**	**Jan**	**Mar**	**June**
Title I: 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning			N/A	N/A	50%	

Strategy 3 Details			Reviews			
Strategy 3: Guiding Coalition Team will participate in the TEPSA Leadership Edge Series.			**Formative**			**Summative**
Strategy's Expected Result/Impact: High Performing Teams			**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Admin **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning			N/A	N/A	N/A	

Strategy 4 Details	Reviews			
Strategy 4: The Lead4Ward Instructional Strategies Playlist video series will help teachers and leaders experience activities from lead4ward's instructional strategies playlist and learn how they can be infused into instruction with minimal prep and maximum results to promote student engagement and tier 1 instruction.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Improve tier 1 instruction **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	N/A	N/A	25%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 5: McQueeney Elementary will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 2: By the end of the 2023-24 school year, McQueeney will achieve a teacher turnover rate of less than 15%.

Strategy 1 Details	Reviews			
Strategy 1: The principal and assistant principal will attend the TEPSA Grow Leadership Conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To build leadership capacity on campus among team leaders	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, AP **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	50%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: The Principal and Assistant Principal will attend the Solution Tree Transforming School Culture conference.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve campus culture	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	N/A	N/A		

Strategy 3 Details		Reviews			
Strategy 3: The Solution Tree Virtual Professional Wellness and Self-Care for Educators portable event package will be purchased to learn ways on how to support a healthy balanced, and meaningful professional life for all school employees from teachers, administration, and support staff to social workers, nurses, and counselor.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Improve staff satisfaction **Staff Responsible for Monitoring:** Wellness Committee **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture		N/A	N/A	N/A	

Strategy 4 Details		Reviews			
Strategy 4: Solution Tree PLC Toolkit will build and sustain a strong, collaborative professional learning community.		**Formative**			**Summative**
Strategy's Expected Result/Impact: High-performing teams		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction		N/A	N/A	25%	

Strategy 5 Details		Reviews			
Strategy 5: Faculty members will participate in a campus-wide book study (The Teacher's Guide to Self-Care).		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve staff satisfaction		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture		N/A	N/A	50%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: By Spring 2024, McQueeney Elementary School will increase the number of parents who ar involved in parent groups on campuses by 25%.

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: McQueeney Elementary School will improve their public image as measured by constructive feedback collected from social media and parent/community surveys.

Goal 6: McQueeney Elementary will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 3: McQueeney Elementary School will increase the number of Facebook followers from 1,000 to 1,100 and Twitter followers by 10%.

Goal 7: McQueeney Elementary School will be rated A or B by August 2025.

Performance Objective 1: By 2025, McQueeney Elementary School's overall accountability rating score will improve from 66 to 90.
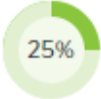
Strategy 1 Details	Reviews			
Strategy 1: The administration team, STAAR reading grade level teachers, STAAR math grade level teachers, STAAR 5th-grade science teacher, and special education teacher will attend the Lead4Ward Rockin Review Conference.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase overall STAAR accountability scores **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	50%	50%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Hire 2 Title 1 Paraprofessionals to provide intervention support.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	N/A	N/A	80%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 7: McQueeney Elementary School will be rated A or B by August 2025.

Performance Objective 2: By focusing on curriculum alignment, instructional practices, and support from special programs and sub-populations, McQueeney will become an A-rated campus by 2025.

Strategy 1 Details		Reviews			
Strategy 1: STAAR tested grade level teachers will meet to analyze benchmark data and create an action plan.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve STAAR scores		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction		N/A	N/A	100%	

Strategy 2 Details		Reviews			
Strategy 2: Solution Tree RTI Toolkit will enhance systems for MTSS/RTI.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Close achievement gap		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction		N/A	N/A	50%	

Strategy 3 Details		Reviews			
Strategy 3: K-2 Teachers will attend the Elevate Virtual Sessions conference to improve Tier 1 instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Build teacher capacity		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction		N/A	N/A	N/A	

Strategy 4 Details		Reviews			
Strategy 4: Teachers will attend Lead4Ward Virtual Open Sessions.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve Tier 1 instruction & build teacher capacity		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction		N/A	N/A	N/A	

Strategy 5 Details		Reviews			
Strategy 5: K-5 Teachers will be provided math intervention kits.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Close achievement gap		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction		N/A	N/A	25%	

Strategy 6 Details	Reviews			
Strategy 6: The Differentiating Instruction With Menus series offers teachers exciting tools to challenge and reach all levels of students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the number of meets and masters student data **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	N/A	N/A	25%	

Strategy 7 Details	Reviews			
Strategy 7: 3rd-5th grade teachers will utilize Countdown to STAAR and Fast Focus resources to support instruction aligned to STAAR plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Higher STAAR scores **Title I:** 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments	N/A	N/A	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Trisha Eckols	Principal
Administrator	Sharon Johnson	Assistant Principal
Counselor	Jamie Chavez	Counselor
Classroom Teacher	Amy Styles	Kinder Teacher
Classroom Teacher	Kacie Hall	1st-Grade Teacher
Classroom Teacher	Nakecia Broadnax	2nd-Grade Teacher
Classroom Teacher	Kayleigh Wolfe	3rd-Grade Teacher
Classroom Teacher	Abigail Reder	4th-Grade Teacher
Classroom Teacher	Lori Dziuk	5th-Grade Teacher
Special Education Teacher	Karen Jones	Special Education Teacher
Parent	Cheryl Schmidt	Parent
Business Representative	Chris Brown	
Community Representative	Rosie Franklin	
Community Representative	Diana Broadnax	
Non-classroom Professional	Amber Williams	Librarian

Addendums

MCQUEENEY ELEMENTARY

State Compensatory Education Program Addendum

A Title I, Part A Schoolwide Campus

Serving Grades KG-05

Fiscal, School Year 2023-2024

Special section of the campus improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk and educationally disadvantaged students

STATE COMPENSATORY EDUCATION PROGRAM OF MCQUEENEY ELEMENTARY

To comply with Texas Education Code (TEC) Sec. 11.252, Mcqueeney Elementary annually reviews and revises campus improvement plan, and conducts a comprehensive needs assessment to, "guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to achievement indicators." This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the State Compensatory Education (SCE) program to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- Campus demographics
- Students identified for the SCE program by State criterion
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Campus SCE budget
- Coordination of Funding
- Supplemental Federal Funds
- Supplemental State Funds

Texas House Bill 3 (HB3), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the TEC, Subchapter B, Chapter 39.023(c), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students.

The primary source of state funding for Texas school districts is the Foundation School Program (FSP). State Compensatory Education Funds are reported on the Summary of Finance of the School District State Aid Reports under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in TEC Sec. 11.251, 11.252 and 11.252, Mcqueeney Elementary utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as "at risk of dropping out of school" in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains "at risk" their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year

7. Has been expelled in accordance with Section 37.007 during the preceding or current school year

8. Is currently on parole, probation, deferred prosecution, or other conditional release

9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains "at risk" their entire K-12 education]

10. Is a student of limited English proficiency, as defined by Section 29.052

11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official

12. Is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments

13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation

14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code

15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under Section 39.0548.

Mcqueeney Elementary continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Mcqueeney Elementary regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students' identified needs. This process ensures that students who are initially identified within an "at risk" category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

Campus Demographics

According to the TEA Texas Performance Reporting System, Mcqueeney Elementary has a total student population of 307 students. Of the total population of students, ethnic distributions are as follows: 5.5% African American, 64.8% Hispanic, 23.8% White, 0.3% American Indian, 0.0% Asian, 0.0% Pacific Islander and 5.5% Two or More Races. Additional identifiers of the total population include: 70.7% Economically Disadvantaged, 29.3% Non-Educationally Disadvantages, 2.9% Emergent Bilingual and English Learners, and 0.0% with discipline placements. Specific to the intent and purpose of SCE program support, 50.2% of students are considered at risk.

Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

| McQueeny Elementary School			Readiness Test		Not Advanced		Failed STAAR		LEP		Homeless	
Grade Level	Total Enrollment	Percentage of Enrollment	#	%	#	%	#	%	#	%	#	%
K	47	15%	19	40%	0	0%			1	2%	1	2%
1	42	13%	31	74%	1	2%			2	5%	2	5%
2	59	19%	37	63%	1	2%			1	2%	1	2%
3	44	14%	33	75%	2	5%	0	0%	1	2%	2	5%
4	57	18%			1	2%	17	30%	2	4%	2	4%
5	64	20%			2	3%	26	41%	2	3%	1	2%
Totals	313	100%	120	38%	7	2%	43	14%	9	3%	9	3%

State Assessment Data – STAAR and STAAR EOC, 2022-2023

On August 16, 2023, the Texas Education (TEA) released the 2023 Grades 3-8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–5 and 5th grade science. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the TEA Analytic Portal.
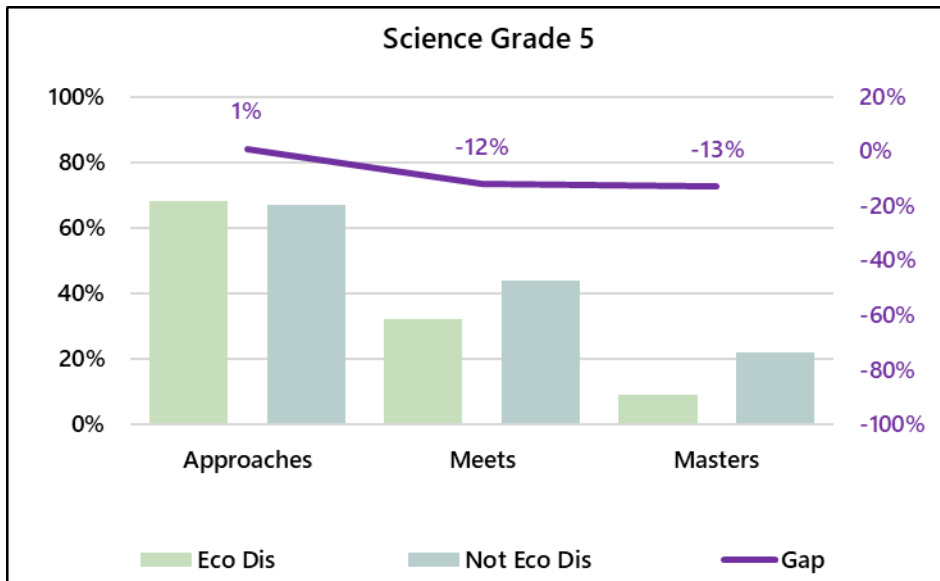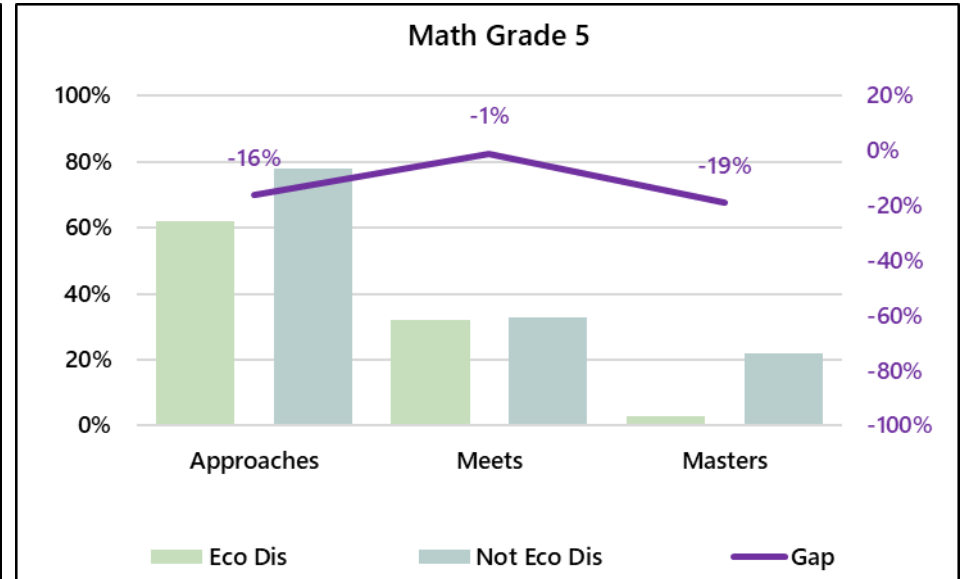
The Texas Education Code, Section 28.0211, requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. Mcqueeney Elementary's accelerated instruction courses provided with SCE funds:

- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
  OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

Economically disadvantaged compared to not economically disadvantaged
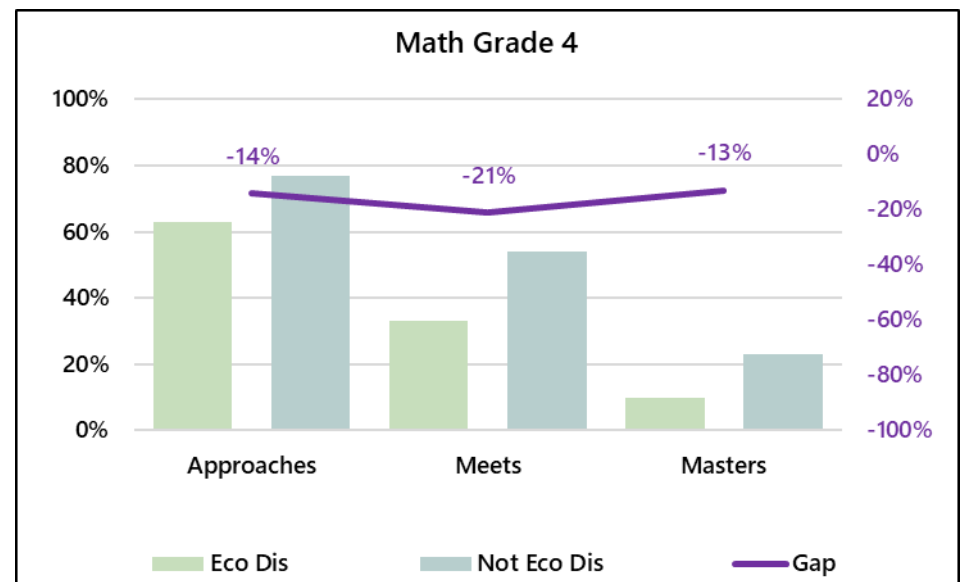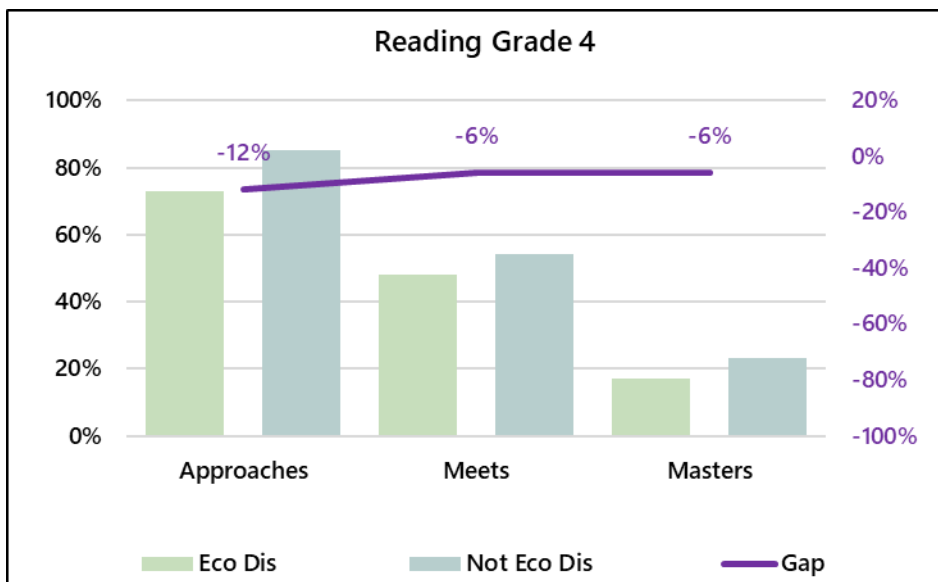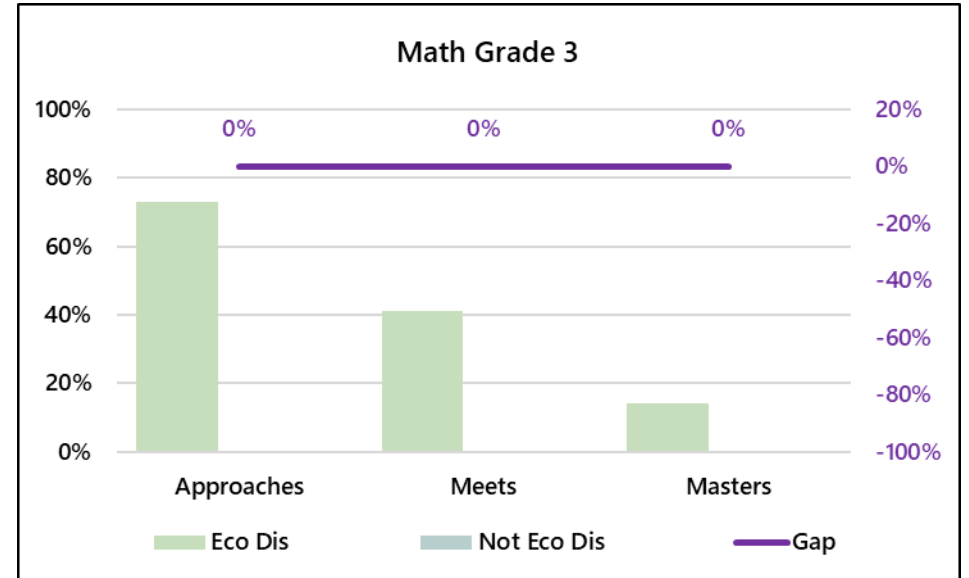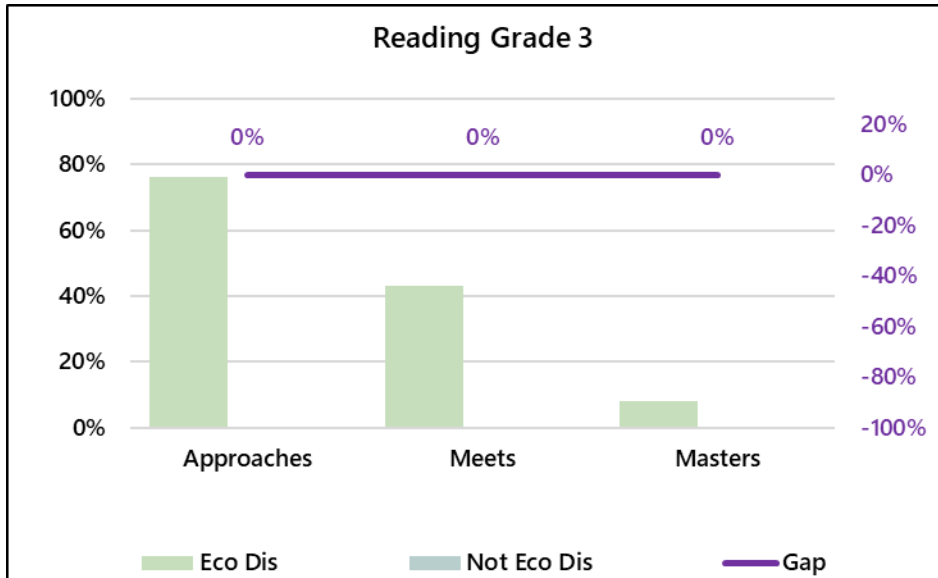
Economically disadvantaged compared to not economically disadvantaged (continued)
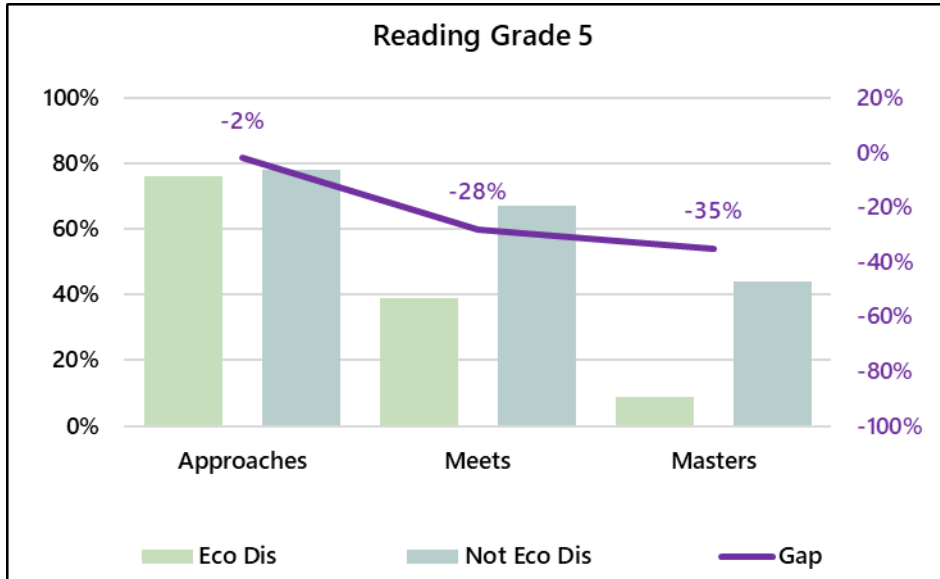
Reading Grade 5

Math Grade 5

Science Grade 5

At risk compared to not at risk

Reading Grade 3

Math Grade 3

Reading Grade 4

Math Grade 4

Reading Grade 5

Math Grade 5

Science Grade 5

Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The 2023 Academic Accountability system utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Mcqueeney Elementary SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) At-Risk Compared to Not At-Risk			
Grade Level	Reading	Math	Science
Grade 3	-26%	-36%	
Grade 4	-22%	-44%	
Grade 5	-52%	-26%	-31%

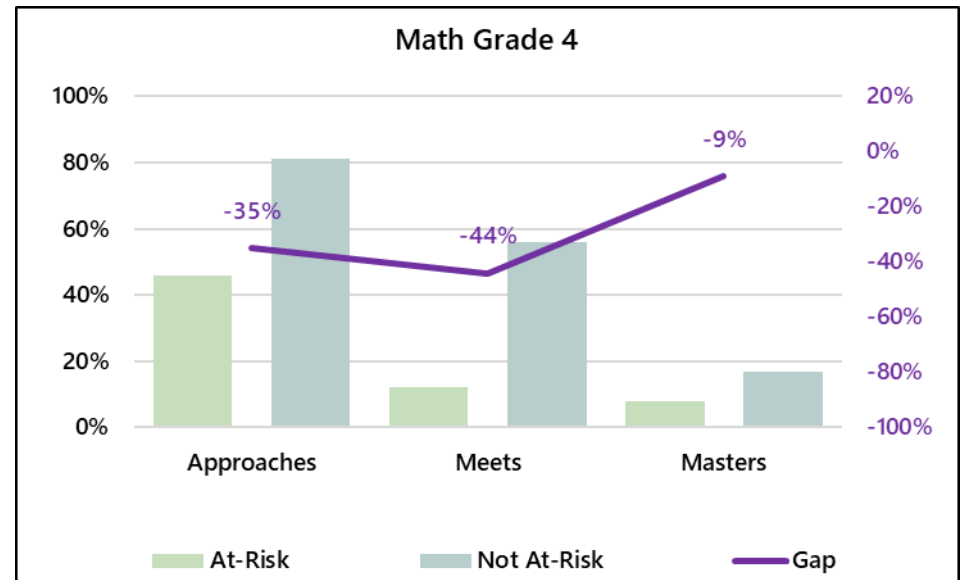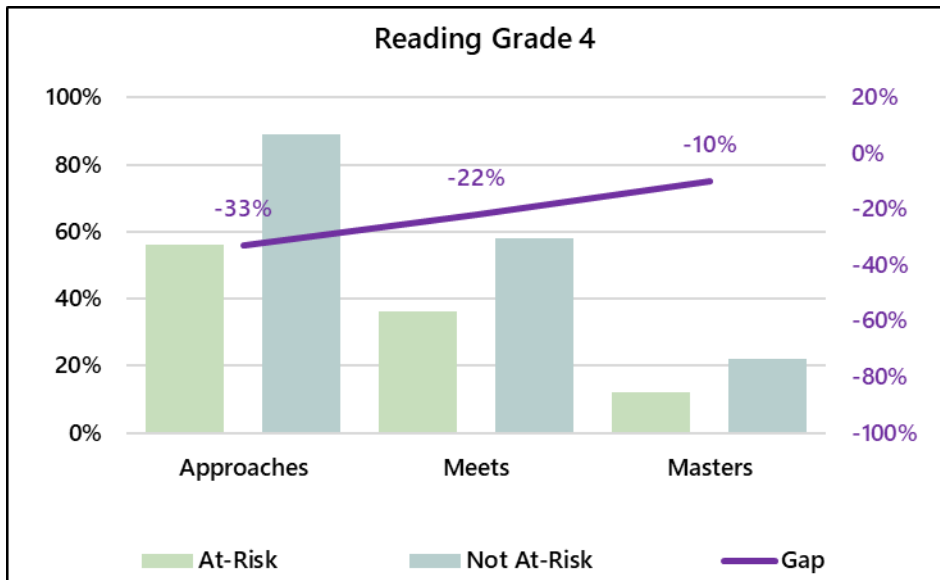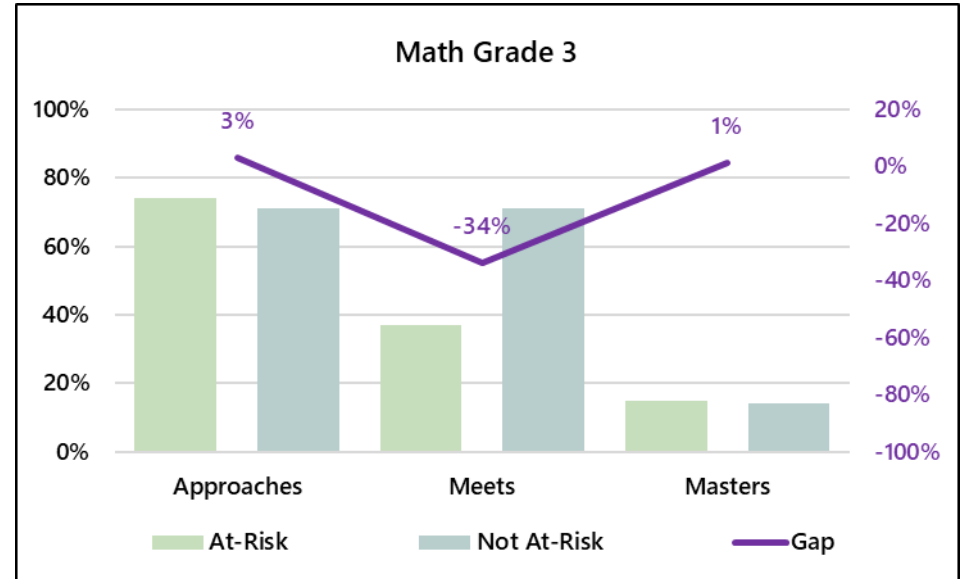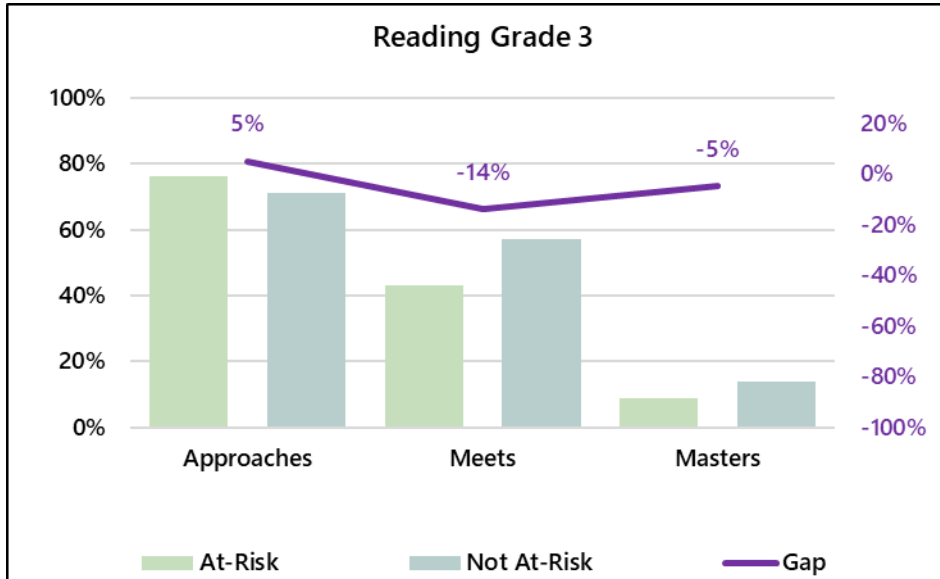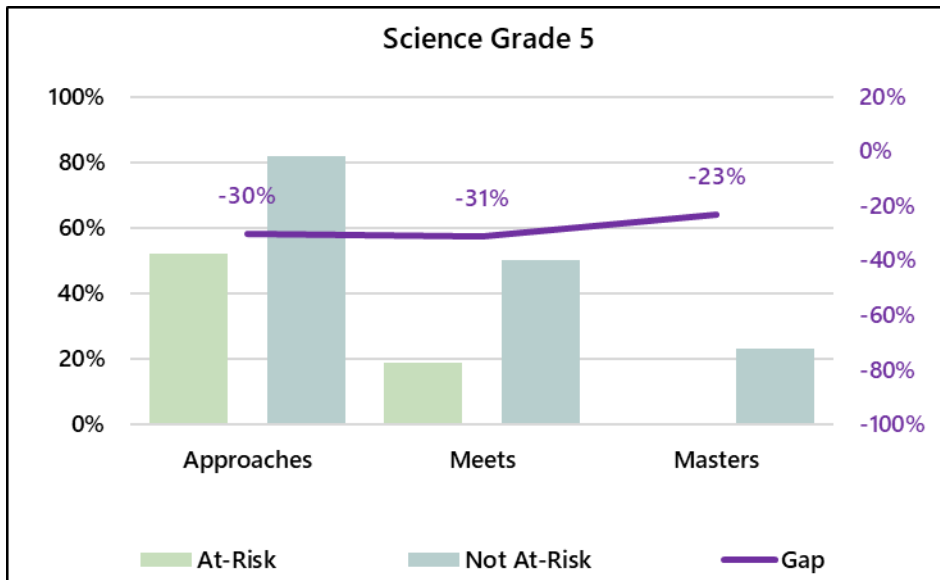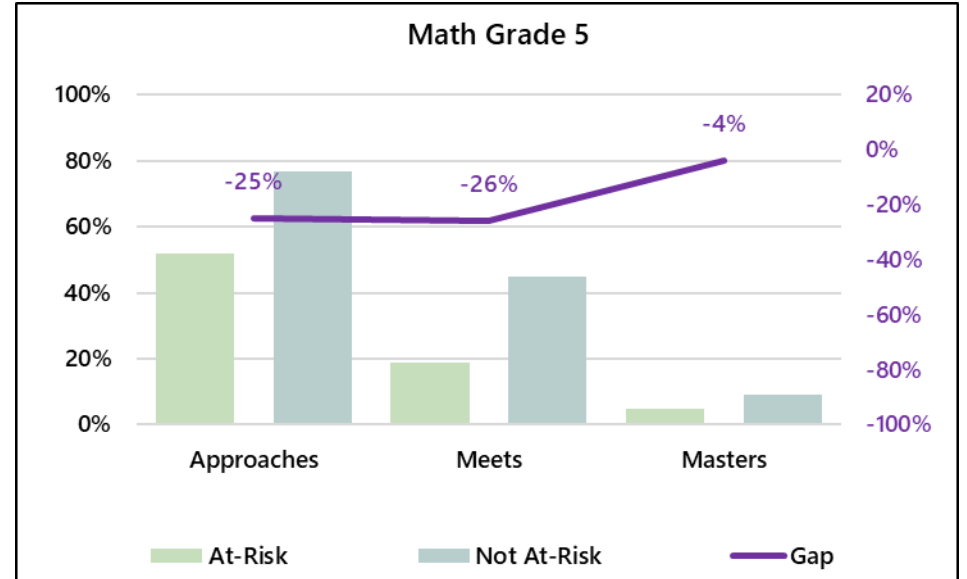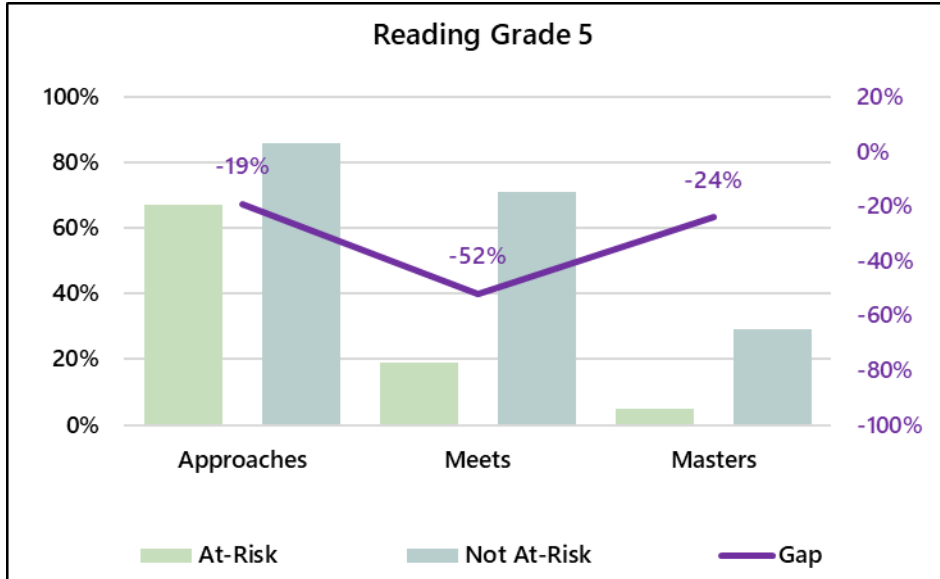| Student Achievement Gaps Summary "Meets Expectation" (Grades 3-5) Economically Disadvantaged Compared to Not Economically Disadvantaged			
Grade Level	Reading	Math	Science
Grade 3	NA	NA	
Grade 4	-6%	-21%	
Grade 5	-28%	-1%	-12%

SCE Programs and Services of MCQUEENEY ELEMENTARY

Mcqueeney Elementary provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campus in achieving the goals and performance objectives. Mcqueeney Elementary conducts their own SCE-funded instructional activities and these may be viewed in the campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Mcqueeney Elementary evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the campus to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Mcqueeney Elementary chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the "Programs and Services" section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient campus-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency's ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the campus staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student's needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the campus staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school.

Campus SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Mcqueeney Elementary is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide (FASRG).](#) The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

Mcqueeney Elementary does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The campus uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the campus's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal and state programs and the regular education program offered to all students, (5) disclosed in the CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The campus sufficiently budgets specific funds for accelerated instruction. Direct program expenditures of state compensatory education funds at Mcqueeney Elementary: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the campus improvement plan. Additionally, the SCE allotment at Mcqueeney Elementary is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments.

Coordination of Funding

Federal and state government agencies provide an abundance of program funding, and the most efficient use of this funding is through coordination of efforts to ensure that duplication is kept to a minimum and activities are shared among the program beneficiaries—students in at risk situations.

Supplemental Federal Funds

Title I, Part A (Fund 211)—Funding provides supplemental resources to help schools with high concentrations of students from low-income families acquire the knowledge and skills in the state content standards and to meet the state student performance standards.

Title I, Part D, Subpart 2 (Fund 211) – Funding supports programs to improve the educational services to children residing in facilities for delinquent children to acquire the knowledge and skills in the state content standards and state student performance standards.

Title II, Part A (Fund 255)— This program increases student achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals in schools.

Title III, Part A ELA (Fund 263)— These funds are used to develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title III, Part A Immigrant (Fund 263) - These funds are used to develop programs for immigrant children to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.

Title IV, Part A (Student Support and Academic Enrichment (Fund 289) – SSAEP is to improve students' academic achievement by providing all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology.

ESSER III (Fund 282)— The intent and purpose of these funds is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

Supplemental State Funds

Gifted & Talented (G/T) (PIC 21) —A gifted/talented student is a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. They also exhibit high performance capability in an intellectual, creative, or artistic area. They possess an unusual capacity for leadership and excel in a specific academic field. The state's goal for G/T students is to ensure that those students who participate in G/T services demonstrate skills in self-directed learning, thinking, research, and communication.

Bilingual (PIC 25) —Since large numbers of students in Texas come from environments in which the primary language is other than English, Bilingual education and special language programs are necessary to meet the needs of these students and facilitate their integration into the regular school curriculum. The Bilingual programs provide for bilingual education and special language programs using these supplemental state funds that help defray the extra costs of the programs.

Special Education (PIC 23) —This campus provides special education services to identified students through a variety of placement options. Itinerant teachers serve students that require very few changes in regular classroom instruction; special education staff team with classroom teachers providing integrated services in addition to pull-out instruction. In addition, self-contained staff provide integrated classroom services for students with moderate and severe needs.