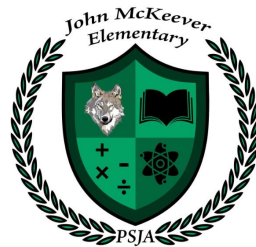




John McKeever Improvement Plan



2023-2024

Board Approved:

2022-2023 Executive Summary



Executive Summary

Campus Improvement Plan: School Year 2023-2024

Campus Name: John McKeever Elementary

Mission: At John McKeever, we are committed to provide students with safe, nurturing environment in which all students can reach their fullest social, emotional and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens.

Demographics Summary: The current enrollment at John McKeever Elementary as of September 9th is 715 students. The student population at John McKeever consist of 98.3% Hispanic, 1% White, 0.6% Black. Approximately 11% of our student population receive special education services. Our Gifted and Talented population accounts for approximately 5% of our student population. The bilingual population is approximately 43% where most of the students' home language is Spanish. The attendance rate for the campus has been in the 92.5%. Most of our students live in the Alamo area and west side of Donna neighborhoods under special permission.

Comprehensive Needs Assessment Summary: John McKeever Elementary received an overall grade of 76 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, McKeever earned 72, which shows how much students know and can do at the end of the school year. In Domain II, Part A, McKeever scored a 60 and in Domain Part B, an 80 which shows how students perform over time and how that growth compares to similar schools. McKeever scored a 66 in Closing Gaps, the domain which shows how well different student groups within a school are performing.

Curriculum/ Instruction and Assessment: Teachers utilize the Balanced Literacy approach for language arts instruction with a focus on reader's and writer's workshop and guided reading. All students participate in a project-based learning approach where students inquire topics related to instruction and aligned to teacher's rubric. McKeever is a one-way Dual Language Program Campus. The mission for our campus is to align our instruction to district goals and campus needs. Our main goal is that all students be grade-level fluent readers.

Summary of Goals: Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Meets or Masters level on STAAR by 7% in all subject areas and subgroups. Students in grades K-2 will show a 5% increase in the number of students performing in Tier 1 as determined by Istation Reading and Imagine Math. Each grade level will show a 5% increase in the percentage of students reading on grade level. Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 10% increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. Increase the academic achievement of all students, in all subgroups by 10%. Close the achievement gap by 10% between the economically disadvantaged, special education, and EB populations. 100% of parents will have the opportunity to participate in school events and engagement activities. McKeever will continue to partner with community stakeholders to ensure student/campus success.

A handwritten signature in black ink, appearing to read 'J. Garcia', is written over a horizontal line.

Principal's Signature

2023 School Board of Education

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Melissa Aguero-Ramirez, Chief of Human Resources
Roel Faz, Chief Operations Officer

District Leadership Team

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Claudia Gonzalez, *Executive Officer for Elementary Schools*
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Dr. Nora Rivas-Garza, *Executive Officer for Secondary Schools*

John McKeever Leadership Team

Jessica Zuniga, Principal
Rene Trevino, Assistant Principal
Christina Telles, Assistant Principal
Ana Ortiz & Diana Lucio, Counselors
Michelle Garcia, Librarian
Dina Yoder, CLL

District Vision

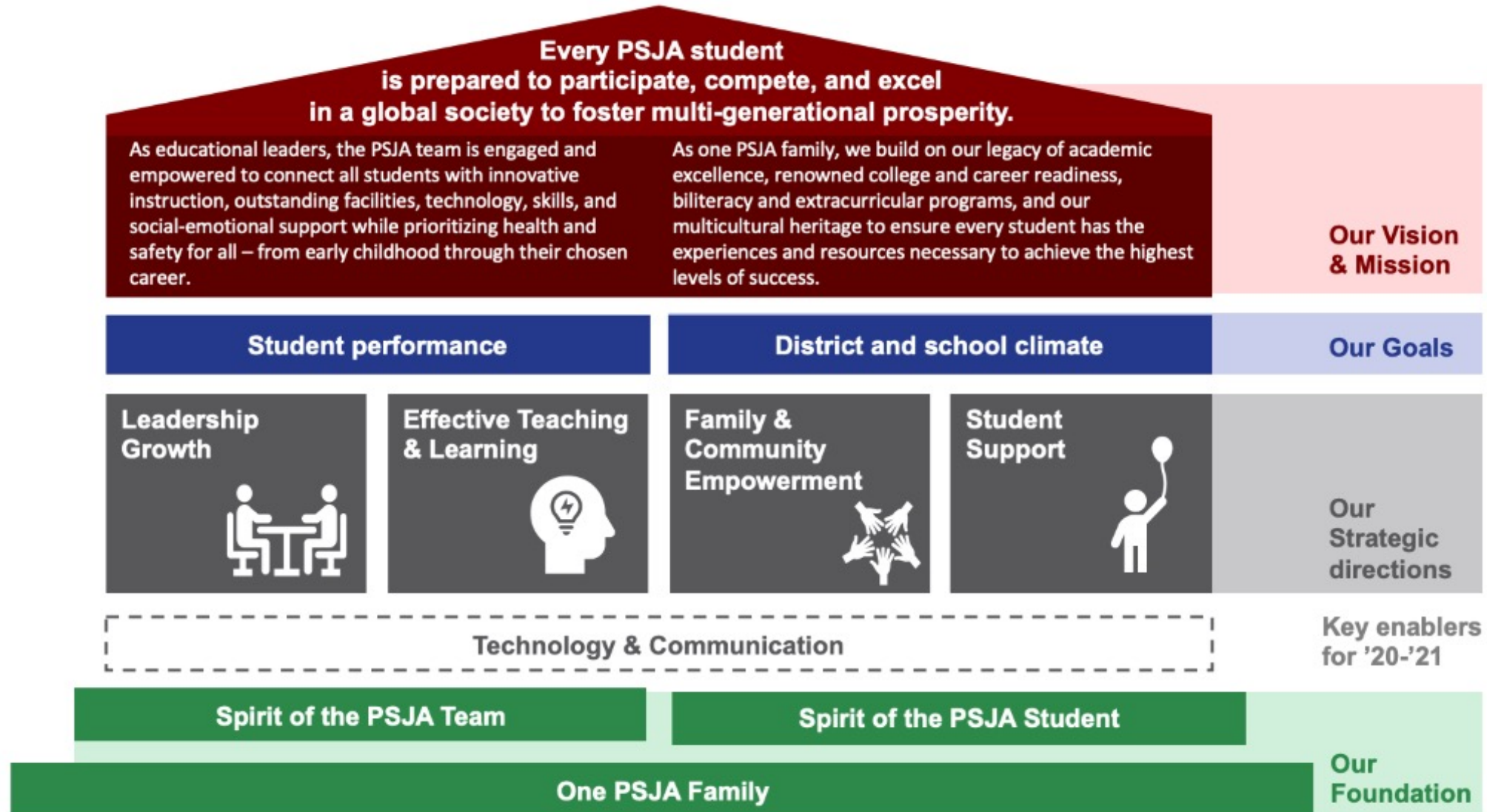
Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

District Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career. As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Adopted June 22, 2020, by the PSJA School Board of Trustees

2023-2024 Strategic Planning Framework



John McKeever Mission Statement

At John McKeever, we are committed to providing students with a safe, nurturing environment in which all students can reach their fullest social, emotional, and academic potential. Our goal is to empower life-long learners to become responsible and productive citizens.

What We Believe In

The John McKeever Elementary family believes that all their students can academically grow, learn and reach their full potential in classrooms, their community and beyond. Through collaboration from administrators, teachers, parents, students and the community we can accomplish our campus goals.

What We Want to Accomplish

We are committed to provide a nurturing and distinguished campus to the community where all students are valued and welcomed, feel safe, and have the opportunity to reach their full potential.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2022 – 2023 STAAR Campus Summary STAAR Report
2. 2022 – 2023 Domains Data
3. 2022 – 2023 Distinctions Designation Summary
4. 2022 – 2023 Attendance
5. PEIMS Demographics
6. Walk-through Data
7. Parental Involvement Data
8. T-TESS Teacher Evaluations
9. Professional Development Plan
10. TELPAS Scores
11. PBMAS

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

The following sources from the campus were used to review the Special Education data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS), and system safeguards indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well versed in best practices that support the learning of special education students.

Personnel Needs:

The McKeever Elementary Administration must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

McKeever Elementary must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Comprehensive Needs Assessment



Demographics

Demographics Summary

All Students

- Reading Academic Achievement Status was met with a 2% above the target goal.
- All students received a 47% at Meets Level.

- Math Academic Achievement Status was met with a 4% above the target goal.
- All students received a 40% at Meets Level.

Comprehensive Needs Assessment



Demographics

Demographics Summary

Special Education:

- Reading Academic Achievement Status was met with a 31% above the target goal (2022).
- Sp. Ed students received a 50% at Meets Level in 2019, 0% Meets Level in 2021, & 28% Meets Level or higher in 2022, 22% Meets Level or higher in 2023.
- Math Academic Achievement Status was met with a 30% above the target goal.
- Sp. Ed students received a 53% at Meets Level in 2019, 6% Meets Level in 2021, & 20% Meets Level or higher in 2022, 26% at Meets level in 2023.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued:

English Learners (EL):

The following sources from the campus were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the campus staff: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our EL students. The McKeever Elementary Administration also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Learners and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our EL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of EL students.

Needs:

As evidenced in the STAAR performance, the results show an achievement gap as follows:

- In Reading, the achievement gap between EBs and All students in 2022 – 2023 was 15.6%.
- In Mathematics, the achievement gap between EBs and All students in 20212 - 2023 was 14%.
- In Science, the achievement gap between EBs and All students in 2022 - 2023 was 6%.
- All subjects combined, the achievement gap between EBs and All students in 2022 - 2023 was 12%.

Comprehensive Needs Assessment



Demographics

Demographics Summary Continued: Economically Disadvantaged

Strengths:

Our economically disadvantaged students received free meals, tutoring, and can apply for grants and scholarships as they advance their education.

Needs:

On the STAAR exam at MEETS Level or higher:

- In Reading, the passing rate for Eco Dis students at McKeever was 59%. All students received 71%.
- In Math, the passing rate for Eco Dis students at McKeever was 64%. All students received 75%.
- In Science, the passing rate for Eco Dis students at McKeever was 53%. All students received 64%.

Student Achievement Summary 2019 - 2023



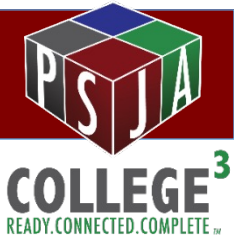
	2019 PSJA ISD	2019 McKeev er	Goals 2021	2021 McKeever	2022 McKeever	2023 McKeever
Domain I STAAR Performance	87	78	90	21	70	76
Domain II Part A Student Growth	89	67	85		92	60
Domain II Part B Relative Performance	83	86	91		76	80
Domain III Closing the Gap (subgroups)	53	77	100		77	66

2019 – 2023 Accountability Results



Domains:	2019	2021	2022	2023
Domain I Student Achievement	78	21	70	72
Domain II Part A Student Growth	67		92	60
Domain II Part B Relative Performance	86		76	80
Domain III Closing the Gap	77		77	66
Overall Campus Rating	83		88	76

English Language Proficiency Status



2023 Preliminary Scores

ALL Students	2023 PSJA	2023 McKeever	2022 PSJA	2022 McKeever	2021 PSJA	2021 McKeever	2024 Campus GOAL
TELPAS % Making Progress	51%	49%	52%	51%	44%	43%	55%

2023 TELPAS Data – Composite Scores




COLLEGE³
READY. CONNECTED. COMPLETE.™

Listening 2023			
	Progress		%
Kinder	0	1	0%
1 st	11	40	28%
2 nd	25	39	64%
3 rd	42	52	81%
4 th	15	44	34%
5 th	29	48	60%
Totals	122	224	54%

Speaking 2023			
	Progress		%
Kinder	0	1	0%
1 st	17	40	43%
2 nd	8	39	21%
3 rd	16	51	31%
4 th	14	44	32%
5 th	19	48	40%
Totals	74	223	33%

Reading 2023			
	Progress		%
Kinder	0	1	0%
1 st	18	40	45%
2 nd	12	39	31%
3 rd	30	51	59%
4 th	23	44	52%
5 th	38	48	79%
Totals	121	223	54%

Writing 2023			
	Progress		%
Kinder	0	1	0%
1 st	10	40	25%
2 nd	15	39	38%
3 rd	18	51	35%
4 th	8	44	18%
5 th	13	48	27%
Totals	64	223	29%

 2023 Preliminary Scores			
	Progress		%
1 st	13	39	33%
2 nd	15	39	38%
3 rd	34	51	67%
4 th	16	44	36%
5 th	30	49	61%
Totals	108	222	49%
			Target 49%

2023 McKeever DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	SPED/ LEP	MIGRANT	ECD	GT
Number	715	357	358	78	308	1	0	21	16	627	35
Percent	100%	49.9%	50.1%	10.9%	43.1%	0.1%	0%	2.9%	2.2%	87.7%	4.9%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	715	703	0	4	8	0
Percent	100%	98.3%	0%	0.6%	1.12%	0%

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

No.	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain I STAAR Performance	<ul style="list-style-type: none"> 5TH grade RLA @ 80% 	<ul style="list-style-type: none"> 5TH grade SCIENCE @62% Ebs @59% SPED @53% 	<p>Improve in the Areas of Reading, Math to move from a C to B performance rating. Improve Science from D to B performance.</p> <p>Keep improving in all pop with a focus on Ebs and SPED.</p> <p>Improve student learning outcomes in : Reading Math Science</p>
2	Domain II School Progress	<ul style="list-style-type: none"> Domain II – Part B = 80%; +4% from 2022 	<ul style="list-style-type: none"> Domain II – Part A = 60%; -32% from 2022 	<p>Group students by ability and deliver differentiated instruction so that all students can continue to have academic growth.</p>
3	Domain III Closing the Gaps	<ul style="list-style-type: none"> Met TELPAS target of 49% 	<ul style="list-style-type: none"> Improvement needed on percentage of Meets and Masters students for all students, Special Education, and EBs. Improvement needed in Closing the Gap due to our EB students not showing significant progress in Speaking & Writing. 	<p>Implementation of Sustainability activities for 2023-2024 to increase real world experiences for all students.</p>
4	T.E.A. Distinctions Designations	<ul style="list-style-type: none"> No distinctions obtained for the 2023 school year. 	<ul style="list-style-type: none"> No distinctions obtained for the 2023 school year. 	<ul style="list-style-type: none"> Provide Professional development to ensure teachers are prepared to include rigor and relevance in their lessons. Include Sustainability Skills. Assess and Monitor frequently through common formative assessments

Summary of Findings

No.	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • PK/K Orientations, Meet the Teacher, Curriculum Nights, Open House, Festivals, and Fundraisers • Communication in both English and Spanish • Parent Liaison • PAC meetings • Business Partnerships 	<ul style="list-style-type: none"> • Increase in Parent Volunteers 	<ul style="list-style-type: none"> • Build up the number of parent volunteers from 4 to 10.
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration monthly through a menu of services; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Special Purpose Campuses to address special needs, i.e. attendance recovery, discipline • Collaborative Learning Communities • Customer Service • School-wide Behavioral Strategies/contracts 	<ul style="list-style-type: none"> • Increase and maintain attendance to 97.5% 	<p>Increase and maintain attendance to 97.5%</p>
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy • TTESS Evaluation Tool 	<ul style="list-style-type: none"> • Support new teachers and new instructional aides in the classroom 	<ul style="list-style-type: none"> • Professional Development in all Areas • Availability of Resources

2023-2024 Campus Goals

- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Gaps
- Goal Area 3: Improve Safety, Public Support, Culture and Climate
- Goal Area 4: Increase Staff Quality, Recruitment and Retention

2023-2024 Goal 1 - Student Achievement

Goal Area:	Student Achievement						
Annual Goal:	By June 2024, there will be a 10% increase of students at MEETS or above in grade 3-5 RLA from 47% in 2023 to 57% in 2023 and as measured by the 2024 STAAR Reading Assessment.						
Objective:	Students in grades 3-5 will utilize and implement the use of Interactive and paper journals by 100% in order to consistently and effectively practice research-based strategies.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure high volume of reading comprehension by utilizing multiple interactive applications that allow varied question types aligned to the 2023 STAAR revamp, as well as utilize reading strategy skills through the use of text mapping and question/skill connections.	3rd - 5th teachers Principal Reading Coach Assistant Principals CLL Grade Level Chairs	STAAR releases District Curriculum Mentoring Minds Istation Accelerated Reader Systems 44 & Success Ed laptops Study Sync DMAC, afterschool/Saturday tutoring	- Aug. 2023 - June 2024	AR Reports Student implementation of Interactive journals. DOK Questioning during RLA Lessons Lesson Plans Walkthrough Documentation	Student achievement will increase during assessments. Students will be able to make connections between question stems to skills. Reading comprehension levels will increase on AR	Weekly Tests/Quizzes BOY/MOY/EOY Fluency Checks Unit Assessments Benchmarks AR Program Reports Interactive Journal Checks	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Utilize DMAC reports to differentiate instruction for ELs, SPED, 504/RTI students in needed areas.							
2. Implement the use of STAAR question stems throughout instruction to facilitate connections to text.							
3. Plan frequently as a grade level to ensure all students are receiving alike instruction across classes.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide consistent and frequent support to teachers in the implementation of curriculum, research-based strategies, and best practices through bi-weekly department meetings.	3rd - 5th teachers Principal Reading Coach Assistant Principals CLL Grade Level Chairs Librarian	STAAR releases District Curriculum Mentoring Minds Istation Accelerated Reader Systems 44 & Success Ed laptops Study Sync DMAC	- Aug. 2023 - June 2024	CLC Agendas RLA Planning Agendas Grade Level Team Planning Meetings District Curriculum Roll-Outs	Increase in student comprehension scores. DMAC reports Curriculum alignment across grade-level and department.	Weekly Tests/Quizzes BOY/MOY/EOY Fluency Checks Unit Assessments Benchmarks AR Program Reports Interactive Journal Checks	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Utilize AR & Istation for students to practice reading & comprehension skills							
2. Utilize assessment data to select targeted TEKS needing further development.							
3. Regularly implement and practice needed accommodations for all subgroups to support student growth for all learners.							

2023-2024 Goal 1 - Student Achievement

Goal Area:	Student Achievement						
Annual Goal:	By June 2024, there will be a 10% increase of students in MEETS or above in grade 3-5 Math from 46% in 2023 to 56% in 2024 as measured by the 2022 STAAR Mathematics Assessment.						
Objective:	The percent of student performance in measurable assessments will increase by 5% after each benchmark.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
3rd - 5th grade teachers will utilize planning time to conduct TEKS analysis to determine depth and complexity of TEKS to ensure ongoing rigorous instruction.	3rd - 5th teachers Principal Assistant Principals CLL Grade Level Chairs	STAAR releases District Curriculum Mentoring Minds Imagine Math / Success Maker Summit K-12 MyON / Accelerated Reader laptops DMAC	- Aug. 2023 - June 2024	Grade Level Planning Agendas Math Planning Agendas CLC Implementation of Practice DMAC Data Analysis	Increase in student performance scores. DMAC reports Curriculum alignment across grade-level and department.	Weekly Tests/Quizzes BOY/MOY/EOY Unit Assessments Benchmarks	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Sharing of successful math strategies amongst team teachers.							
Implementation of Spiral Reviews each six weeks.							
Daily planning as a grade level and weekly planning as a department will ensure alignment to TEKS							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Assist Math teachers in finding engaging ways to implement technology and other research based practices into lessons in order to facilitate student engagement.	3rd - 5th teachers Principal Assistant Principals CLL Grade Level Chairs QT/Lab Manager	STAAR releases District Curriculum Imagine Math / Success Maker MyON / Accelerated Reader laptops DMAC	- Aug. 2023 - June 2024	Grade Level Planning Agendas Math Planning Agendas CLC Implementation of Practice DMAC Data Analysis Technology Program Reports	Increase in student performance scores. DMAC reports Curriculum alignment across grade-level and department.	Weekly Tests/Quizzes BOY/MOY/EOY Unit Assessments Benchmarks	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Instructional leaders will monitor data and help guide instructional planning that targets areas of need.							
Instructional leaders will facilitate conversations with teachers about instruction.							
Find ways to utilize technology within lessons to encourage student engagement.							

2023-2024 Goal 1 - Student Achievement

Goal Area:	Student Achievement: Domain I STAAR Measure - Science						
Annual Goal:	By June 2024, there will be a 16% increase of the students at MEETS or above in GRADE 5 Science from 34% in 2023 to 50% in 2024 as measured by the 2024 STAAR Science Assessment.						
Objective:	Students in grades 3-5 will utilize and implement the use of Summit K12 and Science Lab time in order to consistently and effectively practice research-based strategies.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure an abundance of content vocabulary exposure and instructional scaffolding that provide exposure to the varied question types aligned to the 2023 STAAR revamp.	3rd - 5th Grade Science Teachers; Assistant Principals; Principal; Science Lab teacher; CLL; Grade Level Chairs	STAAR Release Assessments; District Curriculum; DMAC; Summit K- 12; Fundamental 5; Tutorials; Data Talks; Weekly Lesson Planning Shifts and Adjustments; Daily Integrated Planning Periods	- Aug. 2022 - June 2023	Weekly Assessments; Student 6 Weeks Data Trackers; Data Analysis BM1 and BM2; Summit K-12 Reports; Lesson Plans; Walkthrough Documentation	Student achievement will increase throughout assessments. Students will be able to comprehend content vocabulary.	Weekly Tests; Quizzes; BOY: BM1 and BM2; Unit Assessments; Progress Reports; Report Cards	Comprehensive Needs Assessment; Reform Strategies; Teacher Decision Making Regarding Assessments; Effective and Timely Assistance to Students Experiencing Difficulty; Integration of FED; STATE; and Local Services; Program and Funds
Action Steps							
1. Utilize DMAC reports to differentiate instruction for EEs, SPED, 504/RTI students in needed areas.							
2. Implement the use of STAAR questions stems throughout instruction to facilitate content mastery.							
3. Plan frequently as a grade-level to ensure all students are receiving similar instruction across classes.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide consistent and frequent support to teachers in the implementation of curriculum, research-based strategies, and best practices through bi-weekly GRADE LEVEL meetings.	3rd - 5th Grade Science Teachers; Assistant Principals; Principal; Science Lab teacher; CLL; Grade Level Chairs, Librarian, Reading Coach	STAAR Release Assessments; District Curriculum; DMAC; Summit K- 12; Fundamental 5; Tutorials; Data Talks; Weekly Lesson Planning Shifts and Adjustments; Daily Integrated Planning Periods	- Aug. 2022 - June 2023	CLC Agendas; Science Dept. Planning Agendas; Grade-level team planning meetings; District Curriculum Roll-Out	Increase in student assessment scores. DMAC reports; Curriculum alignment across grade-level and departments.	Weekly Tests; Quizzes; BOY: BM1 and BM2; Unit Assessments; Progress Reports; Report Cards	Comprehensive Needs Assessment; Reform Strategies; Teacher Decision Making Regarding Assessments; Effective and Timely Assistance to Students Experiencing Difficulty; Integration of FED; STATE; and Local Services; Program and Funds
Action Steps							
1. Utilize Summit K-12 for students to practice content and reading comprehension.							
2. Utilize assessment data to select targeted TEKS needing further development							
3. Regularly implement and practice needed accommodations for all subgroups to support student growth for all learners.							

2023-2024 Goal 2 – Closing the Gaps

Goal Area: Closing the Gaps: English Language Learners (TELPAS)							
Annual Goal: The campus TELPAS yearly progress indicator will increase from 49% to 55% by June 2024.							
Objective: 50% of English Learners will advance by at least one level of the composite rating from August 2022 to June 2023.							
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All English Learners will learn and utilize language strategies in everyday classes thereby practicing and increasing proficiency level (Listening, Speaking, Reading, and Writing).	-Teachers -Grade Level Chairs -CLL -Reading Coach -Asst. Principals -Principal	TELPAS released/practice exams Summit K12 Istation ELPs / PLDs Question / sentence stems Accelerated Reader DMAC	August 2023 - July 2024	-Virtual walk-throughs - feedback provided in timely manner -Progress monitoring reports - review and provide quality feedback -DMAC Reports -Implementation of ELPs -SummitK12 Reports	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BM -Anecdotal Records	-CBAs/Sx Week assessments -Student Performance Data -BOY/MOY/EOY Fluency Checks -Benchmarks -SummitK12 BM -TELPASBM/Exam	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Create a bank for students to reference to frame their questioning and responses using sentence stems (targeting Speaking domain).							
2. Schedule professional development for teachers on how to implement ELPs & PLDs in their delivery of lessons.							
3. Utilize SummitK12 & AR for students to practice their Listening, Speaking, and Reading skills.							
4. Provide quality Google Meets live sessions, face-to-face instructions, and any interventions that are directly related to students' needs as demonstrated by data.							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers grades K-5th will receive training to effectively implement ELPs throughout the school year in meaningful integrated methods to continue developing proficiency in the English language.	Principal Asst. Principals CLL Grade Level Chairs Teachers District Bilingual / Language Development Strategists EL Development Coach	TELPAS released exams TELPAS practicing activities SummitK12 / Istation PLDs Composite Rating Template TELPAS Educator Guide LEP Strategic Plan Linguistic Instructional Alignment Guide EL Instructional & Assessment Accommodations	August 2023 - July 2024	-Lesson Plans incorporating ELPs/PLDs -DMAC data reports -Data Room Google Classroom -Campus Performance Reviews (CPR) -Progress Monitoring Reports -Walk-through feedback -Lesson Plans	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BM -Anecdotal Records	-CBAs/Sx Week assessments -Student Performance Data -BOY/MOY/EOY Fluency Checks -Benchmarks -SummitK12 BM -TELPASBM/Exam	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Facilitate incorporation of ELPs and provide instructional feedback to plan and deliver an effective lesson.							
2. Monitor English Learner participation and engagement while supporting the teacher's instruction							
3. Monitor data and help guide lesson planning and delivery.							
Strategy 3	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Enhance teacher expertise to utilize data in setting goals with their students and for themselves.	-Teachers -Grade Level Chairs -CLL -Reading Coach -Asst. Principals -Principal	TELPAS data laptops DMAC Assessment Data CLLs Professional Development District Curriculum SLOs	August 2023 - July 2024	- Lesson plans aligned to ELPs Walk-through feedback Walk-through performance SLO implementation	-Closing the achievement gap among specific student groups -Increase academic performance of EL pops in all BM -Anecdotal Records	-CBAs/Sx Week assessments -Student Performance Data -BOY/MOY/EOY Fluency Checks -Benchmarks -SummitK12 BM -TELPASBM/Exam	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Teachers will regularly attend and implement strategies learned through PD's, CLLs, and outside source consultants.							
2. Provide targeted instruction for English Learners which will increase performance.							
3. Data tracking sheet which will target areas of concern in calculating new composite score on TELPAS exam.							

2023-2024 Goal 2 – Closing the Gaps

Goal Area:	Closing the Gaps: SPED Population						
Annual Goal:	By June 2024, there will be a 12% increase of SPED students in MEETS or above in grades 3rd - 5th in Math & RLA from 53% in 2023 to 65% in 2024 as measured by the 2024 STAAR Assessment.						
Objective:	The McKeever SPED department will implement and assist SPED students & all teachers with differentiated instruction by purposefully implementing the use of supplemental aides in general ed instruction.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
SPED dept and counselors will work collaboratively to provide regular PD sessions on how to implement content based supplemental aides throughout yearly instruction.	Principal APs CLL/GLC SPED Strategists SPED teachers RTI/504 teachers Diagnostician Counselors	STAAR releases, District Curriculum, Mentoring Minds, Istation, Imagine Math / Success Maker, Summit K12, Accelerated Reader, Systems 44 & Success Ed, laptops, Study Sync, DMAC, EduSmart, after school tutorials, and Saturday tutoring, Homebound Instruction	- Aug. 2023 - June 2024	- Campus performance review sessions with leadership team - Progress monitoring reports - data to be reviewed and dissected - Walkthroughs - feedback to delivered in a timely and constructive manner	- Closing the gap among specific student groups - Increase academic performance of SPED/RTI/504 subgroups across content benchmarks	- Weekly/Bi-weekly assessments - Content benchmarks - STAAR - TELPAS	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Staff servicing SPED/504/RTI students will attend PD sessions that explain the STAAR supplemental aid blueprint to understand the specificity of allowables and non allowables.							
2. SPED teachers will meet with core teachers supporting SPED students at the BOY and every 6 weeks after to monitor supplemental aid incorporation in the gen-ed classroom.							
2. Counselors will meet with core teachers supporting 504/RI students at the BOY and every 6 weeks after to monitor supplemental aid incorporation in the gen-ed classroom.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
SPED teachers will plan on a weekly basis with core teachers to modify and support instruction of SPED students in the general ed classroom.	Principal APs CLL/GLC SPED Strategists SPED teachers RTI/504 teachers Diagnostician Counselors	STAAR releases, District Curriculum, Mentoring Minds, Istation, Imagine Math / Success Maker, Summit K12, Accelerated Reader, Systems 44 & Success Ed, laptops, Study Sync, DMAC, EduSmart, after school tutorials, and Saturday tutoring, Homebound Instruction	- Aug. 2023 - June 2024	- Campus performance review sessions with leadership team - Progress monitoring reports - data to be reviewed and dissected - Walkthroughs - feedback to delivered in a timely and constructive manner	- Closing the gap among specific student groups - Increase academic performance of all subgroups across content benchmarks	- Weekly/Bi-weekly assessments - Content benchmarks - STAAR - TELPAS	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. SPED teachers will receive lesson plans of upcoming instruction, one week ahead to make needed modifications and provide necessary supports for SPED student success.							
2. SPED teachers will create differentiated instructional lesson plans for their labs to support general ed instruction.							
3. Gen-ed teachers will modify and plan for differentiated instruction of 504/RI students that is aligned to student plans on a weekly basis.							

2023-2024 Goal 3 - Improve Safety, Public Support, Culture and Climate

Goal Area:	Improve Safety, Public Support, Culture and Climate: Social & Emotional Learning						
Annual Goal:	By June 2024, there will be an 80% improvement of social & emotional awareness through the utilization of Social & Emotional Learning.						
Objective:	Student and staff relationships will be positively impacted through the implementation of SEL best practices.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Students in grades PK-5th will be provided guidance lessons that build on the social & emotional developments of students.	Teachers Principal Assistant Principals CLL Counselors	Counseling and Guidance Curriculum Advisory Period Counselors & Counseling Best Practices	- Aug. 2023 - June 2024	Advisory Student Attendance Walkthroughs & Class Observations Implementation of SEL Curriculum SEL Surveys	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	SEL Surveys Student Participation Walkthrough Feedback	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Utilize the comprehensive counseling and guidance curriculum during elective rotations schedule.							
2. Counselors will provide virtual social emotional support to students as the need arises.							
3. Provide opportunities for students to share their thoughts & feelings in a safe space during group and/or individual counseling.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Teachers will embed social emotional learning competencies into their weekly instruction and extra-curricular activities.	Teachers Principal Assistant Principals CLL Counselors	Research Based Best Practices District Training and Support District Survey Feedback Counseling and Guidance Curriculum	- Aug. 2023 - June 2024	Walkthroughs and Observations Lesson Plans with SEL embedded components SEL Survey Feedback	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	SEL Surveys Student Participation Walkthrough Feedback	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Implement and address the following skills into lessons: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.							
2. Promote the five competencies across all extra curricular activities such as: athletics, cheer, UIL, Enrichment Camps, etc.							
3. Analyze data collected through district and campus SEL surveys to improve upon social & emotional awareness.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Campus Parental educator will organize and implement community & parental outreach meetings designed to educate and support parents/community members about effective practices to help students academically, socially, and emotionally.	Teachers Principal Assistant Principals CLL Counselors	Research Based Best Practices District Training and Support District Survey Feedback Counseling and Guidance Curriculum	- Aug. 2023 - June 2024	Increased student academic performance on BMs, STAAR tested subjects, & TELPAS Improved student attendance virtually & in person Decrease in student behavior reports	Improvement of campus culture amongst students. Increased student participation. Increase in student achievement.	SEL Surveys Student Participation Walkthrough Feedback	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
1. Parent Educator will create a calendar and prepare materials for presentations to parents & community members in a timely manner.							
2. Parents and community members will be invited to participate in informational meetings via online live streams, campus social media page, and parental involvement department.							
3. Parents and community members will engage and be informed about mitigation efforts and best practices to support students emotionally, physically and academically.							

2023-2024 Goal 3 - Improve Safety, Public Support, Culture and Climate

Goal Area:		Improve Safety, Public Support, Culture and Climate: Positive Campus Climate					
Annual Goal:		By June 2024, McKeever Elementary will increase campus climate and culture for all stakeholders through increased Parent and Community Involvement.					
Objective:		RMS staff will work diligently to decrease discipline occurrences by increasing student recognition through parent and community involvement.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student learning and participation in their academics and school sponsored events through community outreach initiatives.	Teachers Principal Assistant Principals CLL Counselors Parent Liason	Social Media community donations/sponsorships Appropriated funding fundraiser opportunities Spirit of PSJA Award	- Aug. 2023 - June 2024	Recognition on Social Media Milestone Recognitions Teacher Appreciation Celebrations Spirit of PSJA Award Recipients Extracurricular Sponsors	Improvement of overall campus culture. Teacher Retention Increase of Staff Quality	BOY, MOY, & EOY surveys	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Survey will be conducted throughout the year to measure campus climate amongst staff, students, and community members.							
Campus Leaders will reach out to the community to actively seek donations and sponsorships to provide students with unique learning experiences.							
Campus leaders will take time to recognize staff and students throughout the year for their hard work including: National Appreciation Days and at the End of the Six Weeks.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students will gain recognition for their academic accomplishments and participation in extracurricular activities throughout the year.	Teachers Principal Dean of Instruction Assistant Principals Librarian Counselors	Social Media community donations /sponsorships Title I funds fundraiser opportunities	- Aug. 2023 - June 2024	Student Recognition on Social Media Honor Roll Recognition AR Recognition Increased Extracurricular participation	Improvement of campus culture amongst students. Increased student participation in extra curriculars. Increase in overall student performance.	BOY, MOY, & EOY surveys DMAC Reports Extracurricular Student Participation	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Extracurricular sponsorship within the campus will increase by 10%							
Campus Leaders, teachers, and extracurricular sponsors will reach out to the community to actively seek donations, sponsorships, and fundraising opportunities.							
Students will be recognized at the end of every six weeks for their achieves.							

2023-2024 Goal 4 - Increase Staff Quality, Recruitment and Retention

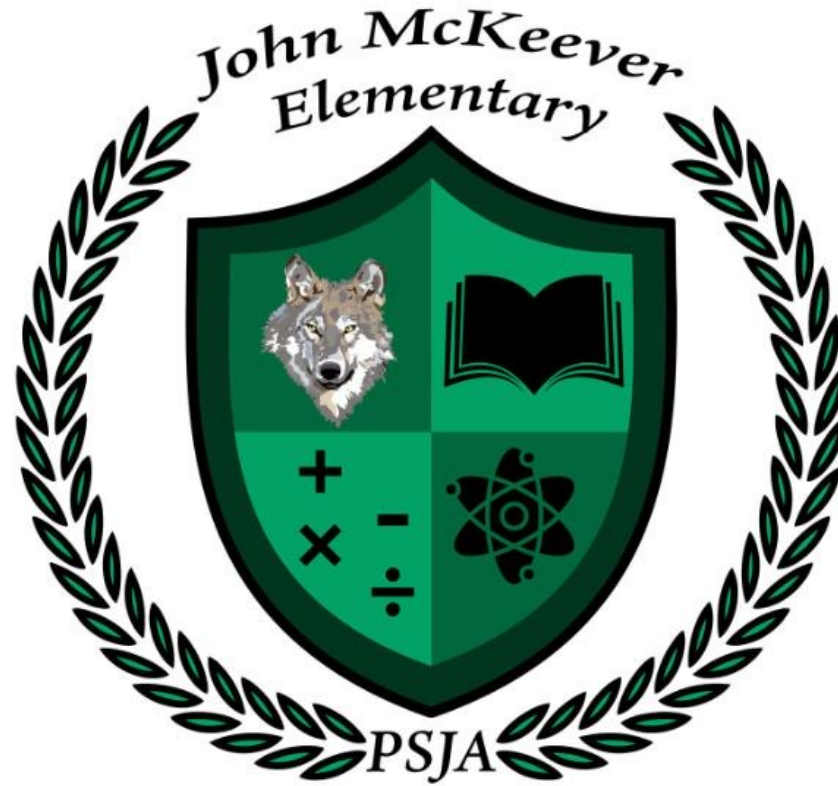
Goal Area:	Increase Staff Quality, Recruitment and Retention						
Annual Goal:	By June 2024, 10% of teachers previously rated at Developing in any TTESS Standard will show growth on the TTESS performance evaluation report by increasing their total effectiveness using the effectiveness						
Objective:	To increase the quality of instruction campus wide by using research -based instructional strategies that will help both students and teachers grow academically.						
Strategy 1	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
QL, with the aid of Administration, will provide in depth professional development over standards in the TTESS performance evaluation system.	Campus Admin QL Grade Level Chairs Teachers	TCLC Room Technology related Hardware/Software TTESS Evaluation System	-Aug. 2023 - June 2024	Teachers will attend these training during their weekly TLC meetings. Sgn-in log	Teachers will display a deeper understanding of "look fors" when refering to the standards of TTESS	teacher online walkthroughs TTESS Evaluatians and conferences	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Calendar dates need to be set aside for implementation of these in depth trainings							
Feedback forms via google forms will be used to track teacher understating and possible areas that need to be re addressed							
Walkthrough data will be shared with teachers in order to support and promote key practices and strategies							
Strategy 2	Persons Responsible/ Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
QL, with the aid of Administration, will provide in depth professional development based on the professional development goals set by teachers.	Campus Admin QL Grade Level Chairs Teachers	Professional Development Goals Report TCLC Room Technology related Hardware/ Software TTESS Evaluation System	-Aug. 2023 - June 2024	Teachers will attend these training during their weekly TLC meetings. Sgn-in log	Teachers will perform at a higher level in the TTESS Evaluation reports in the area of their goals.	teacher online walkthroughs TTESS Evaluatians and conferences	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Teachers complete their Self - Assessment and submit their PD Goals							
Admin meet with teachers to discuss PD Goals							
A tally of all the PD goals will be archived in order to create a menu of service to include professional development for said goals							
Intentional efforts will be afforded to deliver trainings that meet teacher needs							

2023-2024 Goal 4 - Increase Staff Quality, Recruitment and Retention

Goal Area: Increase Staff Quality, Recruitment and Retention: Increase # of Bilingual/ESL Teacher Certifications							
Annual Goal: By June 2024 McKeever Elementary will implement the Dual Language model with fidelity in all DL classrooms from PK-5th grade.							
Objective: To increase the number of ESL/Bilingual certified teachers to better serve our student population.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Identify key individuals that will be trained and prepare them for Bilingual yearly updates to keep up with DL best practices.	Campus Admin CLL Dual Language Teachers DL Strategists Reading Coach	Bilingual Department ESL stipends	-Aug. 2023 -June 2024	List of teachers will be generated and those teachers will be enrolled in program.	Bilingual Department meetings / ELPS Training. Increase overall GPAs of non native speakers. Increased Telpas scores across all domains. Increase STAAR scores across all domains especially in the LEP sub group.	% of certified teachers by content	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Actively recruit core content and elective teachers with goal of becoming certified.							
Follow up with each training to make sure teachers are keeping up with the course work							
Allocate educational resources to ensure that training materials can be turned around.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Incorporate ESL and DL strategies as part of TOLC roll outs across curriculums.	Campus Admin CLL Dual Language Teachers DL Strategists Reading Coach	ESL Resources ELPS Strategies Marzano's 9 High Yield Strategies Technology Softwares such as Google Classroom, Google Forms, Google Translate, etc.	-Aug. 2023 -June 2024	Language objectives will be clearly displayed along with appropriate ELPS strategy if applicable. Teacher lesson plans will reflect the integration of these strategies. CLL training logs will include a record of the EL strategy being shared.	Increase overall GPAs of non native speakers. Increased Telpas scores across all domains.	Walk-through form feedback and data.	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Create an atmosphere/buy - in for teacher implementation by presenting the essential need for learning from all demographics across all curriculums.							
Work with CLL to integrate the use of "featured" esl & DL strategies weekly that can be integrated as part of the tdc trainings.							
Schedule PD for leadership team for classroom observation for identified "look-fors" during walk-throughs							
Ensure that the roll out of these strategies are occurring using the admin walkthrough form.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Create a culture of bi-literacy Across campus	Campus Admin CLL Dual Language Teachers DL Strategists Reading Coach	Social Media Library Social Fairs - Hispanic Heritage Month, Dia de los Muertos Celebration	-Aug. 2023 -June 2024	Dual language program would be considered an integral part of campus culture. Students and teachers would flourish and encourage the use of multilingualism throughout the content areas.(homework, projects,etc.)	Bilingual Department meetings / ELPS Training. Increase overall GPAs of non native speakers. Increased Telpas scores across all domains. Increase STAAR scores across all domains especially in the LEP sub group.	increase of student participation in Dual Language	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Create a calendar that highlights all dates of importance with regard to multiculturalism and proudly announce these key dates to teachers.							
Promote those key dates by having campus wide "themed" assignments							
Host virtual fairs promoting these key dates.							

2023-2024 Goal 4 - Increase Staff Quality, Recruitment and Retention

Goal Area:	Increase Staff Quality, Recruitment and Retention						
Annual Goal:	By June 2024, 90% of McKeever Elementary teachers will incorporate innovative & effective uses of technology in their lesson plans with fidelity.						
Objective:	100% of teachers will have the opportunity to participate in professional development provided by the QT on a monthly basis to increase educational impact of lessons in the classroom.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate google classroom/google suite level 1 certification trainings.	Campus Admin QLL QT Grade Level Chairs Teachers	Technology related hardware/software Region one ESC training cohorts	- Aug. 2021- June 2022	An increased number teachers will be google certified and it may result in RYMS being known as a google certified campus	Increased participation from students in virtual environments resulting in higher grades per said student.	teacher online walkthroughs McRel Evaluations Region 1 ESC teacher participation reports	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Teachers will be made aware of upcoming trainings using a menu of services.							
QT will create a technology-based monitoring system to identify non-certified teachers and set-up Google Certification trainings on a bi-monthly basis.							
Utilize Google Certified Staff to assist in trainings and as support.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus QT will provide instructional support for all staff in order to integrate and provide effective technology-based professional development by implementing research-based technology strategies to enhance student engagement, learning, and participation in the classroom.	Campus Admin QLL QT Grade Level Chairs Teachers	Technology related hardware/software Research base technology magazines such as The Journal	Weekly CLC's	An increased number teachers will be more confident about implementing cutting edge practices into their virtual classrooms.	Increased participation from students in virtual environments resulting in higher grades per said student.	teacher online walkthroughs McRel Evaluations TLC feedback	- Comprehensive Needs Assessment - Reform Strategies - Teacher Decision Making Regarding Assessments - Effective & Timely Assistance to students experiencing difficulty - Integration of Fed., State, & Local Services, Programs and Funds
Action Steps							
Admin walkthrough data will be discussed and disaggregated with the QT to identify "key" areas of technology training needs.							
QT will create a menu of services that will inform teachers of tech related trainings to be delivered on a monthly basis.							
Campus leadership will establish and maintain a monitoring system to ensure that trainings are taking place and that the tech-strategies being taught by the QT are being implemented in the classrooms.							



Knowledge, Pride, and Success

