

Aledo Independent School District

McCall Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Mission Statement

The Mission of McCall Elementary is to provide each student a safe, positive, and nurturing environment where students, staff, and parents work together to embrace life-long learning.

Motto:

"What begins here changes the world."

#McCallFamily #GrowingGreatness

Vision

Aledo ISD Vision Statement

Growing greatness through exceptional experiences that empower learners for life.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	12
School Context and Organization	14
Technology	15
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: How We Teach: Delivery of Instruction	19
Goal 2: Professional Learning Community Actions	22
Site-Based Decision Making Committee	25

Comprehensive Needs Assessment

Revised/Approved: October 04, 2019

Demographics

Demographics Summary

McCall Elementary proudly serves 664 students (as of October 4, 2019) in Kindergarten through 5th grade and is located in Willow Park, TX. It is one of five elementary schools in Aledo ISD. The ethnic representation is 1% African American, 13% Hispanic, 80% White, 1% Native American, 1% Asian/Pacific Islander, and 4% two or more races. 18.2% of the students at McCall are economically disadvantaged, 9% are English Language Learners (ELL), 10.7% participate in Special Education, and 7.8% of the population falls into the at-risk category. The students of McCall Elementary have an attendance rate of 96.8% each day, and staff is composed of teachers averaging 13 years of experience. There is a successful balance between academics, the arts, and extracurricular opportunities. Students at different grade levels can choose to participate in Student Council, Kid's Beach Club, Runner's Club and Choir. A positive and supportive community of parents and an active PTO continue to contribute to McCall's success. The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in various meetings. McCall Elementary can be described as a welcoming, friendly learning community that promotes many school/family/community partnerships, has high instructional expectations, and has a wide variety of opportunities for students. McCall is growing in student population and has students with varying levels of economic backgrounds. The McCall student pledge ends with the phrase "what begins here changes the world," and teachers truly believe that all students can learn and become life-long learners. Specific attention is given to student achievement through balanced literacy, interactive technology, Thinking Maps, Write From The Beginning and Beyond, formal and informal assessments, small group differentiated instruction, and teachers meeting weekly in Collaborative Teams.

Demographics Strengths

Strengths:

- 100% of core classroom teaching staff are ESL Certified and Highly Qualified.
- The various student populations of McCall are supported not only through the academic instructional dedication of teachers but also through the social support provided by various community organizations and extracurricular opportunities after school.
- High level of parental involvement.

Needs:

- We need to continue to find ways to connect with our ELL families.
- We need to continue planning for future growth in the district.
- Continue reaching families of all children at our campus.

Student Achievement

Student Achievement Summary

According to data from the state released in August, McCall Elementary received an A in the school overview, an A in student achievement, an A in school progress, and an A in closing the gaps as based on state accountability results. The accountability rating for the campus was based on student performance on the state assessment in reading, writing, math, and science. Student groups included in accountability were All Students, Hispanic, White, and Economically Disadvantaged. McCall received distinctions in the areas of science, top 25% of academic growth, and post-secondary readiness.

McCall Elementary teachers continue to improve their use of formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet the needs of the diverse learners. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers have the autonomy to adjust the content of lessons, the process of learning, and student products to differentiate for student needs. In addition, the increased use of instructional technology has created an interactive learning environment for all students.

Identified areas of improvement include aligning instructional goals with the state testing standards, teaching to the depth of the state standards, and using Curriculum Based Assessments to analyze student data. Raising the rigor of student critical thinking, increasing the relevance of student learning experiences, and their ability to write across content areas, as well as making a year's worth of growth will be the main focus areas. Staff development and vertical alignment will be utilized to meet these goals. McCall Elementary staff will work together in collaborative teams each week to plan for interventions and extensions for students. Teachers will continue to use high yield instructional strategies (Fundamental 5, Thinking Maps, Write From the Beginning, and others.)

As a campus, we have implemented district instructional practices and developed processes that engage students through high quality instruction. The master schedule was developed to allow for intervention and student tutoring. Through the PLC at Work process, we are able to focus on the 4 questions:

1. What is it we want students to learn?
2. How will we know if each student learned it?
3. How will we respond if some students don't learn it?
4. How can we extend and enrich the learning for students who have demonstrated proficiency?

During tutoring, our staff works to strengthen skills and close learning gaps.

Student Achievement Strengths

Strengths:

- Available assessment data, DRA, and Lexia reports are used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students. Support programs are in place that are designed to help supplement and/or extend learning including Special Ed inclusion, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, Reflex Math, Imagine Math, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library and media center are utilized daily across the campus.
- Technology and software sources are utilized including Promethean Panels, student Chromebooks and iPads, Imagine Math, STEMscopes, and ClassFlow.
- Staff members support all learners through mentoring, tutoring, and Just In Time Trainings.
- Weekly collaborative team meetings allow for specific instructional design and training to support all students.

Title 3 funding will be utilized as student and staff needs are identified by the campus ESL teacher in the following areas - Staff development with a focus on serving ELL students - \$5,000. Supplemental materials - \$5,000 and Tutors for ELL students - \$5,000.

Title 1 funding (\$2,500) will be utilized to provide tutoring services to ELL students.

In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5, Pre-K, Kindergarten ESL, and Dyslexia students as follows - Summer School personnel - \$20,000, Title I Campus Instructional Specialist - \$70,000 and contracted tutors - \$12,000.

Needs:

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and ESL students in all core areas
- Continue to stress Critical Writing across all content areas through additional trainings
- Each student will make one year of growth in Reading and Math
- Continue to provide teacher training for the special education inclusion model.

School Culture and Climate

School Culture and Climate Summary

Campus level teacher surveys were reviewed, along with parent and visitor informal feedback. Those surveys and informal feedback indicated that McCall has an overall positive climate and culture. Systems have been put into place so that the participation percentages continue to increase, and participation in upcoming surveys will be strongly encouraged. Teacher surveys indicated that there was improved communication between campus administration and staff over the previous year.

School Culture and Climate Strengths

Strengths:

- District and school-wide safety procedures are in place and are regularly practiced by staff and students.
- Student leadership and safety are encouraged through Student Council service projects and activities.
- Watch DOGs and volunteers play a significant role in promoting school-wide expectations and building a warm and nurturing school environment.
- Campus provides student support activities such as Start with Hello, Comfort Dogs, Family Night at the Book Fair, etc.
- Strategic campus recognition of student character qualities has been implemented by hosting informal breakfasts called McCall Character Cafe where parents are invited to celebrate their students.

Needs:

- Encourage greater parent participation in the use of district provided online resources.
- Utilize a comprehensive survey for all staff, parents, and students.
- Continue working on consistency in campus procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The committee reviewed the following:

- Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) and the requirement of maintaining 100% compliance.
- All teaching staff new to McCall will participate in district-wide Balanced Literacy training (K–2nd grade teachers) Write from the Beginning and Beyond training, and Thinking Maps training. Teachers with less than 3 years of experience are also required to have a campus mentor for 1 year.
- All teaching staff has obtained ESL certification.

Staff Quality, Recruitment, and Retention Strengths

100% of teachers and staff members will attend district-wide staff development along with campus staff development offerings. All grade level teachers are ESL certified.

Needs:

- Increase in diversity of staff
- Promote intentional communications with Human Resources concerning future employment changes (ex. Notification of retirement as early as possible, change in school districts, changes in career)
- Additional training in RtI procedures for both behavior and academic needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and instruction at McCall are TEKS-based. McCall teachers will intentionally design instruction for students through embedding district required components: We will/ will/So that I Can, HOT (higher order thinking) questions, critical writing, and purposeful academic discussion. The curriculum is aligned through the district scope and sequence. Interventions by support personnel such as the ESL teacher and Dyslexia teachers are structured for small group instruction and individual progress and success. Our campus instructional specialist also provides support in all areas.

A Balanced Literacy approach is implemented in all K-2 classes. Students are assessed to determine reading level and work towards progress in fluency and comprehension through small group guided reading, and writing and grammar skills are incorporated within the reading instruction. Phonics skills are taught using Fountas and Pinnell and Pearson materials. Grades 3-5 ELAR teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Meeting in Professional Learning Community Collaborative Teams to collaborate with a Focus on Learning, A Collaborative and Collective Responsibility, and A Results Orientation.
- Teachers believe in the District Instructional Focus and implement the initiatives consistently.
- All grade level teaching staff will have opportunities to participate in Instructional Rounds, either as someone who is observed, or someone observing, at least once during each semester.
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district.
- Assessment data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers.

Needs:

- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to refine our campus RTI process.
- Continue to increase rigor, learner engagement and relevance in all classrooms.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Methods of parent communication include but are not limited to:

Parent Link Messages - text and email
Digital Marquee
Campus & Classroom Facebook and Twitter pages
Classroom Newsletters and SeeSaw accounts
Parent Information Center outside front office
Parent Portal (grades and attendance)

Parents are provided many opportunities to become active participants in their child's education, including but not limited to:

Meet the Teacher
Fall Curriculum Night/Spring Open House
Choir Concerts
4th Grade Musical Programs
Fall Family Fun Night
WatchDog Program
McCall Ball
McCall Runners' Club
AdvoCats Run Walk or Crawl/Mother/Son spring activity
Breakfast with Buddies for Kindergarten (formerly Muffins with Mom/Donuts with Dad)
Book Fair (fall and spring)
Kindergarten Round-Up
GrandCats grandparents organization
Parent Reps on School Health Advisory Committee
Student Council Service Projects
PTO Food Drive
Aledo PTO (highest elementary membership percentage)
Grandparents Day breakfast (held over 2 days)
Volunteer Appreciation Breakfast

Parent and Community Engagement Strengths

Strengths:

- Strong PTO partnerships - volunteers, lunchroom help, staff meeting snacks, quarterly luncheons, Teacher Appreciation Week activities, and many other projects
- Strong WatchDOGs program - new male assistant principal leading the way
- Connections mentoring program
- NHS tutors from AHS help students each week in building math confidence
- McCall College Connections with graduates from prior year
- Breakfast Buddies with former McCall students meeting with assigned kids in grades 1-5 each week

Needs:

- Improve and increase parental involvement for our EL, Hispanic and Economically Disadvantaged student groups
- Continue to solicit parent input and feedback on committees and surveys

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have ensured that each campus is financially stable and has the funding necessary to support school endeavors. Their support, along with the use of Title I funding, has given McCall the means of purchasing instructional materials and supplies in order to provide a sound educational environment and meet the needs of the children here. Teachers also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. The facility is well maintained based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance and technology requests are expedited through the Eduphoria system.

School Context and Organization Strengths

There is a strong partnership between campus and district leadership. Better planning and overall organization has been developed by campus administration this year. The district facilities/operations director has been an invaluable addition as student population continues to increase across the district.

Needs:

- Continue looking for ways to improve home-school partnerships.
- Continue to encourage campus staff to engage in positive communication, while maintaining transparency, when interacting with district representatives.

Technology

Technology Summary

Ongoing training will continue to be a need as new programs and equipment are utilized at McCall. Opportunities for the integration of new technology applications and programs is both welcomed and supported. The district technology specialist has already been on campus multiple times and provides support in a timely fashion.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both ClassFlow and Active Inspire Software, teacher iPads, and student iPads or Chromebooks, depending on the grade level, as well as several campus-wide carts of 30 Chromebooks.

All teachers are using Promethean Boards effectively in their classrooms. New strategies are shared with colleagues.

Blackboard, Eduphoria, Parent Link, Social Media (Facebook and Twitter with #growinggreatness and #mccallfamily), Google Classroom, SeeSaw, and improved assessment instruments have been integrated into our campus practice. Google has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

The Aledo ISD technology department has always been most helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future. Our campus technician is timely and professional and is seen as a part of our school family.

Technology Strengths

We have implemented a campus-wide initiative in using SeeSaw for a communication platform and a student work portfolio. Ongoing usage and training will empower teachers and increase their confidence with the platform.

Needs:

- Continue to narrow the focus of campus-wide communications
- On-going yearly technology training for all staff including relevant content examples and modeling with feedback and follow-up

Priority Problem Statements

Problem Statement 1: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data





Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McCall Elementary will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Data from Daily Impact Walks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Dec	Feb/Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference and Thinking Maps taken to critical writing for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration Supervising: Special Education, ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity and Thinking Maps taken to critical writing. Data from daily impact walks will show consistent patterns of evidence, campus-wide, 90% of the time, by June 2020.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinued						

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McCall Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

Evaluation Data Source(s) 2: Daily Impact Walks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will implement Framing the Lesson in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration Supervising: Special Education, ESL Instructional Rounds Team	100% of the teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity. by June 2020.				
2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, ESL, Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2020.				
3) Teachers will implement Critical Writing in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, ESL, Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
	 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinuc			

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, McCall Elementary will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Dec	Feb Apr	June
1) Collaborative Teams will: Indicator #1: * identify essential learning standards for each unit and clarify criteria for student mastery	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	85% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinuc</p> </div> </div>						

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, McCall Elementary will move from the "initiating" level to the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator #1: * meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	85% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinuc							

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, McCall Elementary will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews		
				Formative		Summative
				Dec	Feb/Apr	June
1) Collaborative Teams: Indicator #1: * have established a SMART goal and assess progress toward reaching the goal.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	86% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020.			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinuc						

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Julie Choate	Principal
Administrator	Jake Bean	Asst. Principal
Classroom Teacher	Haley Loftin	3rd grade teacher
Classroom Teacher	Casi Faulk	K teacher
Classroom Teacher	Stacey Utley	1st grade teacher
Classroom Teacher	Julie Johnson	2nd grade teacher
Classroom Teacher	Hannah Loftin	4th grade teacher
Classroom Teacher	Sarah Cravens	5th grade teacher
Non-classroom Professional	Debbie Bennett	Librarian
Business Representative	Gordon Jones	Business Owner
Parent	Hilary Stone	Parent
Parent	Yessica Guardiola	Parent
Business Representative	Trena Farnham	Business Member
Community Representative	Mary Tatum	Community Member
Community Representative	Patty Pennington	Community Member