

Aledo Independent School District
McCall Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



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.

"What begins here changes the world."

Comprehensive Needs Assessment

Revised/Approved: October 26, 2019

Demographics

Demographics Summary

McCall Elementary proudly serves 668 students (as of October 2, 2018) 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 1.2% African American, 21.3% Hispanic, 73.5% White, 0.2% Native American, 0.9% Asian/Pacific Islander, and 2.9% two or more races. 16.8% of the students at McCall are economically disadvantaged, 83.2% are non-economically disadvantaged, 9% are English Language Learners (ELL), 9.7% participate in Special Education, and 21% 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 10 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. Parent and Teacher Climate Surveys are studied as well as enrollment and attendance data and discipline referrals. 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 to excel. McCall is growing in student population due to district lines being redrawn last year and has 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 furthermore, strive to 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, and small group differentiated instruction.

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.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff needs continued professional development in recognizing and meeting the social-emotional and academic needs of all learners.

Root Cause: Increased student population and more rigorous instructional arrangements have lessened time for relationship-building, which must be incorporated into each day and closely monitored.

Problem Statement 2: Staff needs continued professional development in meeting academic and social-emotional needs of student sub-groups, specifically ELLs and students receiving Special Education services. **Root Cause:** Lack of awareness and/or training in recognizing proficiency gaps between all students and these sub-groups.

Student Achievement

Student Achievement Summary

Student Achievement data refers to the annual and longitudinal reviews from various sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study. McCall Elementary received a Met Standard rating in the state accountability requirements. 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 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 like small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. In addition, the 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 Common Assessments and MAPS to analyze student data. Raising the rigor of student critical thinking, and their ability to write across content areas, as well as making a year's worth of growth will be main focus areas. Staff development and vertical alignment will be utilized to meet these goals. McCall Elementary will also place a strong emphasis on incorporating frequent purposeful small group talk into core instruction time to ensure growth for all students, regardless of their current academic level. Teachers and support staff will continue to use high yield instructional strategies (Fundamental 5, Thinking Maps, Write From the Beginning, and others).

Student Achievement Strengths

Strengths

- The school received a Met Standard rating on 2018 STAAR assessments, but did not receive any campus distinctions
- Prior years' assessment data, MAPS, DRA, district common assessments, and other data sources are consistently used to determine 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, ESL, GT, RTI, 504, Dyslexia, tutors, Reflex Math, iStation, and Imagine Math.
- Instructional resources such as the literacy library, media center/library, Chromebook and iPads, and small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.
- Technology and software sources are utilized including Promethean Panels, Student Chromebooks and iPads, Reflex Math, Imagine Math, Windows, Office 2013, Google Docs, Google Classroom, STEM Scopes, and ClassFlow
- Staff support all learners through attending Just In Time Trainings provided by the district.
- Professional Learning Communities, data protocols, and grade-level collaboration allows for specific planning and training to support all students

Needs

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - * Staff development with a focus on serving ELL students - \$2,000. Supplemental materials - \$2,000 and Tutors for ELL students - \$10,000
- Title 1 funding will be utilized to provide services to ELL students in the following areas:
 - * Teaching materials - \$10,000, Staff development - \$10,000 and Tutors - \$5,000
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:

* Summer School personnel - \$80,000, Summer School transportation - \$20,000 and Summer School materials - \$3,000

- Supplemental instructional supplies will be purchased with Title 1 funds - \$13,500

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There continue to be gaps in achievement as shown by multiple data sources between 2 distinct sub-populations - ELLs and students receiving Special Education services. **Root Cause:** Students in those population groups many times do not have enough support from home. These students have not been provided enough individual support from various adults throughout the campus.

School Culture and Climate

School Culture and Climate Summary

Surveys from both parents and teachers were reviewed, along with parent and visitor informal feedback. Those surveys indicated that McCall has an overall positive climate and culture for parents, students, and staff. With the shift in boundary lines, many new relationships were formed, and the thinking that "that's the way we did it at our other school" became less apparent as the year went on. There was, however, a decline in the percentages from the year before of parents feeling welcome, feeling informed about school policies and procedures, and feeling informed about their child's progress at home. Parents also indicated that there was not adequate recognition of student successes. Systems have already been put into place so that those percentages will increase this year, and participation in surveys will be strongly encouraged this spring. Teacher surveys indicated a need for improved communication between administration and staff as well as bringing a sense of unity throughout the campus. Strategies have been implemented to improve teacher confidence.

School Culture and Climate Strengths

Strengths

- Parents are confident that their children are safe at school and that their child understands the school's expectations for behavior and is held accountable. A campus-wide evacuation in January 2018 due to a massive grass fire was executed successfully, and over 650 students were reunited with their parents within 3 hours.
- Teachers are working more closely together to achieve team unity, and administration is providing support to ensure campus unity and vision. A new district administrative team is giving renewed focus to the district and providing multiple means of support.

Needs

- Title 4 funding, \$20,000, will be allocated for staff members to receive training in Capturing Kids' Hearts.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There was a lack of consistent vision, unity, and communication at various times through the 2017-2018 school year. **Root Cause:** A

new administration, several hundred parents and students new to the campus, and some staff members who felt that they did not receive enough administrative support contributed to the lack of consistency.

Problem Statement 2: Students were not adequately recognized during the year. **Root Cause:** There were not clear expectations from a new campus administration for celebrating and recognizing student successes.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

MSBDMC reviewed the following:

- Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) and the requirement of maintaining 100% compliance.
- 100% of teachers and staff members will attend district-wide staff development along with campus staff development offerings.
- 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. New teachers are also required to have a campus mentor for 1 year.
- All teaching staff has obtained ESL certification and have been offered opportunities to participate in Capturing Kids' Hearts training.
- District requirements for ARD Accommodations Manual training and State Assessment Security testing for all staff, state assessment monitoring training for all staff administering a State Assessment tests were met, and TELPAS training for all teachers with EL students who have not received prior training was provided.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- McCall staff members are 100% highly qualified and fully certified. The mentor program and staff development opportunities that are provided are also strengths. Experienced teaching staff work well with the teachers who are new to the profession and/or the building. Almost all staff members have attended Capturing Kids' Hearts training, including the entire front office staff and nurse, along with two paraprofessionals.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$7,700 allocated for McCall.
- As a Title 1 campus funding has been allocated to provide additional professional learning opportunities in the core areas of instruction. There is \$8,000 allocated for McCall staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers have a need for additional RtI staff development and support to help with students who are having problems with behaviors and academics. **Root Cause:** There was a lack of district direction in implementation of RtI process, so campuses had varying levels of understanding and confidence in the RtI process.

Problem Statement 2: New teachers lack an understanding of the "unwritten rules" of the McCall family culture. **Root Cause:** There was not enough time devoted to campus orientation at the beginning of the year.

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, I will, HOT (higher order thinking) questions, critical writing and purposeful academic discussion. The curriculum is aligned through the district scope and sequence. Curriculum documents are in the process of being re-written and re-aligned by teachers across the district, along with curriculum specialists, and will be used as guides in the classroom. Interventions by support personnel such as the ESL teacher and Dyslexia teachers are structured for small group instruction and individual progress and success. District level curriculum specialists also provide support in the areas of math, science, social studies, and ELAR.

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 is taught with Fountas and Pinnell materials. Grades 3-5 ELAR teachers use the Write from the Beginning and Beyond program for writing instruction.

Periodic common assessments provided by district content specialists are given to students grades 3-5 in math, reading, science, and writing to determine mastery. DRA is given three times a year to students in Kindergarten-2nd, and MAP testing is administered to students in grades K-5. Students needing remediation are grouped for small group or individual instruction.

Using Thinking Maps, with a focus on the Frame of Reference, is a district-wide initiative that our teachers use in all content areas to achieve higher levels of thinking for our students. Every teacher is expected to frame their lessons each day with "We Will/I Will" statements posted in their classrooms on a daily basis.

Curriculum, Instruction, and Assessment Strengths

We will continue to ensure grade level support and collaboration, sharing instructional ideas, teaching opportunities, and resources. All staff have opportunities to participate in Instructional Rounds, either as someone who is observed, or someone observing, at least once during the year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a continued need for aligned professional learning in support of campus and district goals. **Root Cause:** As district and campus goals change, professional development must be continuously monitored for alignment.

Problem Statement 2: There is a great need for research-based interventions for struggling students and time provided within the daily instructional schedule reserved for those interventions. **Root Cause:** There is a lack of guidance in utilizing and planning for intervention practices.

Parent and Community Engagement

Parent and Community Engagement Summary

Methods of parent communication include but are not limited to:

Parent Link/Remind Messages

Digital Marquee

Email

Campus & Classroom Facebook and Twitter pages

Classroom Newsletter

Classroom Websites

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

2nd and 4th Grade Musical Programs

Fall Family Fun Night

WatchDog Program

Father Daughter Dance

McCall Runners' Club

Mother/Son spring activity

Muffins with Mom/Date with Dad

Book Fair (fall and spring)

Kindergarten Round-Up

GrandCats grandparents organization

Parent Reps on School Health Advisory Committee

Student Council Service Projects each 6 weeks

PTO Food Drive

Aledo PTO

Grandparents Day breakfast (2 days)
Volunteer Appreciation Breakfast

Parent and Community Engagement Strengths

The campus provides a variety of opportunities for families to be involved both during and after school. Parents feel that the overall atmosphere encourages respect between teachers, students, parents, and administrators. The AISD Connections program continues and is effective with many of our students. Phoebe and Pax comfort dogs visit the campus regularly.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is lower participation of parents whose students are economically disadvantaged or Hispanic. **Root Cause:** Communication, language barriers, and transportation issues may decrease participation of parents of those student groups.

Problem Statement 2: Parents did not feel as though they had adequate communication about activities, policies, and procedures. **Root Cause:** Lack of consistency with communication by new campus leadership. Systems for improvement have been put in place this year.

Problem Statement 3: Parents did not feel as though their student was provided adequate recognition of success. **Root Cause:** Lack of consistency with expectations for recognizing students provided by new campus leadership. Systems for improvement have been put in place this year.

School Context and Organization

School Context and Organization Summary

McCall is a K-5 elementary school. The environment is learner-centered, supportive and friendly. We promote family values through the use of the #mccallfamily hashtag.

There are 32 homeroom teachers in grades K-5. The Special Education department has three full-time teachers, two special education paraprofessionals, two part-time speech therapists, and one educational diagnostician. Specialty teachers include one PE teacher, one Music teacher, two full-time Dyslexia teachers, one part-time Gifted and Talented teacher, one ESL teacher, a PE aide, and a computer lab aide. The support staff includes: Principal, Assistant Principal, Counselor, Nurse, Librarian, one PEIMS clerk, and one Secretary/Receptionist. The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

The Campus Site-Based Committee includes parents, administrators, teachers, and community representatives.

Teachers are organized into grade-level teams and all are members of at least one of several additional committees, which include site-based decision-making, hospitality, campus beautification, instructional rounds, RtI, attendance, and the Bearcat response team. Teachers willingly mentor others on their team or on campus. Third, fourth and fifth grades work together in teams of two or three and all other grades work together collaboratively, but are self-contained. The faculty and staff provide active support for the inclusion of special education students in the general education classrooms.

McCall is supported by an active and supportive Aledo ISD central administration team. All of the individuals involved with leadership in Curriculum and Instruction, Professional Learning, Assessment, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school serve students.

School Context and Organization Strengths

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. In addition to financial support as a Title 1 schoolwide campus, McCall has been given support to provide a safe, secure, and well-maintained facility for staff and students. Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance and custodial staff. Maintenance and technology requests are expedited through Eduphoria system, which ensures timely responses to requests. Community support provided by the Aledo PTO and AISD Community Partners is outstanding. Teachers submit applications for and often receive grants from the Aledo Education Foundation for additional support for innovative teaching methods.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is still a small line of division between those staff members who have been at McCall for several years and those who have joined the team in the last year or two. **Root Cause:** The "unwritten rules" of the McCall family culture and values were not clearly communicated by new campus leadership when the student and staff population dramatically increased from 2016-2017 to 2017-2018. More focused efforts have been in place this year.

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 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 either five student iPads or five student Chromebooks, depending on the grade level, as well as several campus-wide carts of 30 Chromebooks. The campus will be conducting a pilot program this year using Apple TV boxes to compare them with current components and programs.

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, 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

- Technology is utilized extremely effectively in collecting and using data to drive instruction.
- Chromebooks and iPad carts are readily available for check-out and multiple Chromebooks (3rd-5th grades) and iPads (K-2nd grades) are housed in carts within each classroom.
- Promethean Board in every classroom. Library has large wall board, also.

Problem Statements Identifying Technology Needs

Problem Statement 1: Some staff members lack skills in technology training which would help with productivity inside and outside of the classroom. **Root Cause:** Those staff members did not enter the profession with technology background and are sometimes reluctant to reach out for help.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: What We Teach: Guaranteed and Viable Curriculum

Performance Objective 1: Aledo ISD will intentionally design instruction for students through embedding four required district components in weekly lesson plan submissions, 100% of the time, by June 2019: TEKS-We Will, Daily Tasks Products-I Will, High Level Questions, Critical Writing/Academic Discussion

Evaluation Data Source(s) 1: Progress monitor evidence of the four required lesson plan components through a weekly review by campus administration. Each administrator will review five lesson plans, per week, for the presence of the four required lesson plan components ensuring that 100% of the staff lesson plans will be monitored each semester.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) 1) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	2.4, 2.5	Campus Administration	100% of the teachers' lesson plans reviewed by campus administration will embed TEKS into their daily lesson plans to ensure standards-driven instruction.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) 2) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.	2.4, 2.5	Campus administration	100% of the teachers' lesson plans reviewed by campus administration will embed meaningful tasks and products into their daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) 3) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication.</p>	<p>2.4, 2.5</p>	<p>Campus Administration District Administration</p>	<p>100% of the teachers' lesson plans reviewed by campus administration will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression.</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD 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: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds conducted in the fall and spring.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will plan ways to meaningfully integrate Thinking Maps with the frame of reference 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. Data from daily impact walks will show consistent patterns of evidence, 80% of the time, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will plan opportunities for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, 80% of the time, by June 2019.				

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD 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 2019.

Evaluation Data Source(s) 2: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds conducted in the fall and spring.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will integrate the three identified components of Fundamental Five (framing the lesson, frequent small-group purposeful talk, and critical writing) into their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize the three components of Fundamental Five daily with fidelity.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement Balanced Literacy components in grades K through 2 into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 1: Campus administration will progress monitor evidence of Balanced Literacy implementation through daily impact walks. Balanced Literacy consultant will monitor evidence of Balanced Literacy implementation through classroom observations and will provide individual descriptive feedback to staff.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) K-2 teachers will design instruction that supports balanced literacy focused on the four district look fors; *Evidence of a binder for GR data *Teacher listens to individual students read for most of the session *Teacher offers and records a compliment on individual reader's skills *Teacher offers a specific teaching point	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team Balanced Literacy Consultant	100% of K-2 teachers while engaged in guided reading will utilize the four identified district components of balanced literacy to ensure a cohesive, multi-text approach to literacy instruction for all students.				
Funding Sources: 211 Title I, Part A - 3000.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: Authentic Literacy

Performance Objective 2: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 2: Progress monitor evidence of WFBB expository basic structure in grades K-10 through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student writing samples in the fall and spring will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) K-10 teachers will ensure that students are progressing through the WFBB grade level specific goals and goals are attained by EOY 2019. Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of K-10 ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment included the 8 components including:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent and Community Engagement
- School Context and Organization
- Technology

All data sources used are reflected on the data checklist.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed from August through October, and appropriate stakeholders developed and reviewed the plan.

2.2: Regular monitoring and revision

The plan will be monitored by stakeholders during the following months: December, February, April, and June.

2.3: Available to parents and community in an understandable format and language

The plan will be presented at the December AISDA Board meeting for the board to review and accept. After the plan has been accepted, it will be translated to both English and Spanish and posted on the Aledo and McCall websites.

2.4: Opportunities for all children to meet State standards

Frequent data reviews will be made to make sure progress occurs. Data sources include but are not limited to: MAP testing, CBA, DRA, common assessment results, 504 meetings, Special Education ARDS, RTI, etc.

2.6: Address needs of all students, particularly at-risk

Identified students will be served through RTI, 504, Dyslexia services, Special Education services, and small group instruction during a designated time.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Involvement Plan includes:

- Title 1 Parent Meeting
- Meet the Teacher
- Curriculum Night
- Family Fun Night/Book Fair
- Mother/Son Event
- Father/Daughter Event
- Grandparent's Day(s)
- Choir Program(s)

Other programs held within the school day and after school.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Plan includes activities listed above, plus other programs held within the school day and after school.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Melinda Bradley	Paraprofessional	Computer Lab	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Julie Choate	Principal
Administrator	April Riley	Assistant Principal
Classroom Teacher	Lisa Garton	Classroom teacher
Classroom Teacher	Kristi Lipscomb	Classroom Teacher
Community Representative	Scott Marsh	Community Representative
Parent	Gordon Jones	Parent
Classroom Teacher	Andrea Ferreira	Classroom Teacher
Non-classroom Professional	Debbie Bennett	Librarian

Campus Funding Summary

211 Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Title 1 funding for Sarah Waller		\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$3,000.00