

Aledo Independent School District
McCall Elementary
2021-2022 Campus Improvement Plan



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.

The Aledo ISD Mission Statement:

Ensuring high levels of learning for all students

Motto:

"What begins here changes the world."

#McCallFamily #GrowingGreatness

Vision

Aledo ISD Vision Statement

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCall Elementary proudly serves 509 students (as of September 2021) in Kindergarten through 5th grade and is located in Willow Park, TX. It is one of six elementary schools in Aledo ISD. The ethnic representation is 2.57% African American, 10.08% Hispanic, 96.05% White, 1.98% American Indian, 4.74% Asian, 0.99% Pacific Islander, and 3.0% two or more races. 5.7% of the students at McCall are economically disadvantaged, 2.96% are English Language Learners (ELL), 11.44% participate in Special Education, and 13.1% of the population falls into the at-risk category. The students of McCall Elementary have an attendance rate of 96.7% each day, and staff is composed of teachers averaging 12.8 years of experience. There is a successful balance between academics, the arts, and extracurricular opportunities. Students in grades 4 and 5 have the opportunity to participate in Student Council. 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 has a growing student population and 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 cross-disciplinary literacy, interactive technology, Thinking Maps, Write From The Beginning and Beyond, Workshop Model, formal and informal assessments, small group differentiated instruction, and weekly Collaborative Teams meetings.

Demographics 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
- We need to continue reaching families of all children at our campus
- We need to create and build relationships with new McCall families

Student Achievement

Student Achievement Summary

According to data from the state released in August 2021, McCall Elementary had a State assessment participation rate of 93%. For the 2020-2021 school year there will be no A-F ratings, domain scaled scores, or overall scaled scores assigned. Additionally, School Progress Part A and Closing the Gaps: Academic Growth were not calculated due to the lack of 2020 STAAR results necessary to calculate the STAAR Progress Measure.

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 improving 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, Workshop Model, 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

- Available assessment data, DRA, IXL, MAPS, mClass, 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 Co-Teach, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, IXL, 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 Boards, student Chromebooks and iPads, IXL Math, Lexia, Canvas, Seesaw, STEMScopes, and ClassFlow

- Weekly collaborative team meetings allow for specific instructional design and training to support all students

Title funding will be utilized for:

- Title I: \$21,296.66 for an instructional specialist position and additional tutoring for students
- Title II funds in the amount of \$5,632 will be utilized for professional learning
- Title III funding of \$17,189 will be utilized for supplies and tutoring based on needs identified by the campus ESL teacher and administration
- Title IV funds in the amount of \$21,328 will be utilized for Capturing Kids Hearts

Needs:

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, 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 co-teach 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 such as the weekly McCall Parent and Staff Memos, McCall Facebook Page, and Blackboard App communications 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

- 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. This program has recently been reinstated and will continue to be advertised via the parent memos and McCall Facebook Page.
- Campus provides student support activities such as Start with Hello, Grandparent's Day, 5th grade clap-out, Comfort Dogs, Family Night at the Book Fair as available due to health restrictions
- Strategic campus recognition of student character qualities has been implemented. Teachers recognize students for outstanding character and these students are celebrated campus-wide. Additional student recognition is provided via the McCall Family Brag Board. When recognized, students come to the front office, write their name on the brag board, ring the bell, and have their picture made.

Needs:

- Encourage greater parent participation in the use of district-provided online resources
- Continue working on consistency in campus procedures
- Work is ongoing to create an inclusive environment where all students feel like they belong. Campus leadership is involved with a district-wide effort to intentionally create a safe space that not only recognizes high performers but also works to celebrate each student in unique ways.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McCall Elementary has an experienced and highly qualified staff of 33 teachers (31 general education teachers and two full-time SPED co-teachers), 1 full-time dyslexia teacher and 1 half-time dyslexia teacher, 4 professional support staff members, a General Education Counselor, a half-time ESL teacher, an Instructional Specialist, 1 GT teacher that splits time with 2 other campuses, a Librarian, one half-time Early Literacy Specialist, one half-time Intervention Specialist, a Special Education Facilitator, a Speech Pathologist, and one Diagnostician. This staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. McCall staff members participate in professional learning activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, formative assessment, workshop model, frequent feedback, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS Training, TBSI Training, New Teacher Orientation, ESL Certification, Gifted and Talented Training, and Fundamental 5 Training.

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
- Staff attends research-based professional learning in instructional practices such as Balanced Literacy, Fundamental 5, Thinking Maps, formative assessment, workshop model, and frequent feedback
- Teachers target instruction to meet campus and district goals
- Ventures, a structured Interview process, is used at each interview
- A committee consisting of administration and classroom teachers conduct interviews

Needs:

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$5,632 allocated to McCall
- 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/I will/So that I Can, HOT (higher order thinking) questions, critical writing, and purposeful academic discussion. This year there will be an enhanced focus on high-yield formative assessment, frequent feedback, critical writing, lesson framing, and the workshop model in order to better align the campus instructional focus with the District Problem of Practice. The curriculum is aligned through the district scope and sequence. Interventions by support personnel such as the ESL teachers and Dyslexia teachers are structured for small group instruction and individual progress and success. Our campus instructional specialist also provides support in all areas.

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 Really Great Reading materials. Grades 3-5 ELAR teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction. Numerous metrics are utilized to provide evidence of student achievement such as common assessments, Lexia, MAP, IXL, and DRA. Feedback from these tools allow teachers to tailor instruction to the individual needs of students.

Curriculum, Instruction, and Assessment 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 prior to the 2020-2021 school year have participated in Instructional Rounds, either as someone who is observed, or someone observing, at least once during each semester. Due to COVID 19, Instructional Rounds were not conducted. For the 2021-2022 school year Instructional Rounds are currently scheduled with specific procedural changes to ensure student and staff safety.
- 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
- Continue to refine extensions for students who have demonstrated proficiency

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, McCall found deficits in academic discussion at the developed level or higher. **Root Cause:** Professional development and specific feedback on academic discussion are needed.

Problem Statement 2 (Prioritized): 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 overtime on research-based instructional practices are needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Methods of parent communication and engagement include but are not limited to:

- Parent Link Messages - text and email
- Digital Marquee
- Weekly Principal's Newsletter via Smore
- Campus & Classroom Facebook and Twitter pages
- Classroom Newsletters and SeeSaw accounts
- Parent Portal (grades and attendance)

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

- Kindergarten Meet the Teacher
- Watch Dogs
- Virtual Fall Curriculum Night/Spring Open House
- Virtual Choir Concerts
- Monthly Movie with a Message (Family Movie Link)
- Dyslexia Awareness Month
- Start with Hello Week
- Virtual Book Fair (fall and spring)
- Kindergarten Round-Up
- Parent Reps on School Health Advisory Committee
- Student Council Service Projects
- PTO Food Drive
- Aledo PTO
- Coffee with the Counselor (virtual)

- Virtual Book Club
- Reading Day volunteers as health protocols allow

Parent and Community Engagement Strengths

- Strong PTO partnerships - volunteers, lunchroom help, staff meeting snacks, quarterly luncheons, Teacher Appreciation Week activities, and many other projects
- Strong WatchDOGS program - 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 ELL, Hispanic and Economically Disadvantaged student groups
- Continue to solicit parent input and feedback on committees

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 and School Dude system.

There is a strong partnership between campus and district leadership. Better planning and overall organization has been developed by campus administration this year.

School Context and Organization Strengths

- Strong partnership between campus administration and district maintenance and custodial staff has led to a well-maintained and safe facility for students and staff
- Available funds are utilized efficiently and appropriately to provide high-quality teaching resources.
- In collaboration with McCall teaching staff, administration has secured numerous impactful teaching and intervention resources such as L.L.I. kits and Generation Genius.
- Community support provided by the Aledo PTO and AISD Community Partners provides an additional layer of support that enhances teaching and learning on campus.

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.

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 are both welcomed and supported. The district technology specialist is frequently on campus and provides support in a timely fashion.

Each classroom is equipped with a teacher laptop and Ipad, a Promethean Board, which utilizes both ClassFlow and Active Inspire Software, as well as a campus-wide cart of 30 Chromebooks. (1:1 Chromebooks or Ipads)

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), Canvas, 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.

Due to the high level of technology integration and performance across the district, students and teachers have been able to provide virtual learning to quarantined students during the 2021-2022 school year with minimal interruptions in service.

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 grades Kindergarten through second grade as a communication platform and a student work portfolio. Ongoing usage and training will empower teachers and increase their confidence with the platform.
- Canvas has been successfully implemented in grades 3-5 with teachers utilizing the platform weekly to deliver lessons both in-person and to students at home on quarantine.

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
- Continue to train and support teachers in grades 3-5 with Canvas implementation

Priority Problem Statements

Problem Statement 1: After an analysis of district data, McCall found deficits in academic discussion at the developed level or higher.

Root Cause 1: Professional development and specific feedback on academic discussion are needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: 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 2: Alignment and consistent focus overtime on research-based instructional practices are needed.

Problem Statement 2 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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- 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, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McCall Elementary will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.





Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McCall Elementary will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2022.





Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2022. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2022. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2022, 100% of the McCall Elementary collaborative teams district wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.





Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 100% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2022, 100% of the McCall Elementary collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.





Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>Indicator #1:</p> <p>*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.</p> <p>*Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles.</p> <p>*Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 100% of collaborative teams district wide will rate at the Developing level on Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2022, 100% of the McCall Elementary collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results





Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>Indicator#1: * have established an annual SMART goal and assess progress toward reaching the goal. * teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p> <p>Strategy's Expected Result/Impact: 100% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: The Child Nutrition Department will develop and implement a student and parent survey system to receive continuous ratings for food taste, quality, and appearance as well as customer service during the 2021-2022 school year.





Evaluation Data Sources: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. STUDENT SURVEY: Each campus child nutrition manager will randomly pass out comment cards during meal times to approximately twenty to twenty-five students each month. Comment cards will include ratings for food taste, quality and appearance as well as customer service, and a comment section on ideas for improvement and additional comments.</p> <p>B. PARENT SURVEY: Fifty parents of students who regularly eat in the cafeteria will receive an email invitation to complete an online customer satisfaction survey each month. Surveys will also be available through a link on the child nutrition website page and/or through Bearcat Blast. Surveys will include ratings for food taste, quality and appearance as well as customer service, accessibility to nutritional and department information, pricing, and a comment section on ideas for improvement and additional comments.</p> <p>Strategy's Expected Result/Impact: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.</p> <p>Staff Responsible for Monitoring: Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The Transportation Department will have a combined total student wait time and ride time for each student that does not exceed seventy-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2021-2022 school year.

Evaluation Data Sources: List of total student wait time and ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2021-2022 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus. B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain meeting minutes to review data and make necessary adjustments to meet the established standard. C. Weekly Transportation Department meetings of the Transportation Director and Chief Financial Officer will include a detailed review of issues including;</p> <ol style="list-style-type: none"> 1. a bus being late three or more days for drop off or pick up 2. students not arriving in time to eat breakfast 3. any student's total wait time and ride time exceeding 75 minutes <p>D. Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards. E. Fifty parents of students who regularly access bus transportation will receive an email invitation to complete an online customer satisfaction survey each month. Items will include timely communication to parents, student safety, and student experience on the bus. Surveys will also be available through a link on the transportation website page and/or through Bearcat Blast.</p> <p>Strategy's Expected Result/Impact: Student total wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2022. Parent survey results will be reviewed throughout the 2021-2022 school year in order to set additional short and long term goals.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Transportation Director Route Coordinator Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Amy Sadler	Administrator
Administrator	Jake Bean	Administrator
Classroom Teacher	Casi Faulk	Kindergarten
Classroom Teacher	Stacy Utley	First Grade
Classroom Teacher	Julie Johnson	Second Grade
Classroom Teacher	Haley Loftin	Third Grade
Classroom Teacher	Samantha Buckles	Fourth Grade
Classroom Teacher	Caitlyn Burton	Fifth Grade
District-level Professional	Barbara Williams	Instructional Specialist
Business Representative	Elizabeth Wolford	Early Literacy Specialist
Community Representative	Matt Chapel	Business Owner
Community Representative	Beth Harris	Community Member
Business Representative	Brett Webster	Business Owner
Community Representative	Haley Key	Community Member
Paraprofessional	Cathie DeLaune	Functional Academics Paraprofessional
Parent	Adaobi Moemenam	Parent
Parent	Melissa Kakalecik	Parent

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA*PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	*Local Education Agency Deputy Superintendent Executive Director of Student Services and Safety Campus Administrator Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. Dropout Prevention	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 			
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Executive Director of Student Services and Safety	Individualized student plans
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Curriculum & Instruction Executive Director of Student Services and Safety CTE Director Secondary Principals Counselors	Course Handbook/Selection Materials Web based resources
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p>	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 		Curriculum and Instruction Executive Director of HR	
11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children <ul style="list-style-type: none"> • Sexual abuse • Sex trafficking 	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent Executive Director of Student Services and Safety	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ○ Trauma-informed care ○ Trauma-informed training for all staff • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Executive Director of Student Services and Safety Counselors	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Deputy Superintendent Executive Director of Student Services and Safety Campus Administrators Counselors</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director</p>	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
16. Mandate law enforcement duties of varies types of security personnel	SB1707 BQ(LEGAL) CKE(LOCAL)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
17. Gifted and Talented <ul style="list-style-type: none"> • Student Services • Annual evaluation reporting • Family/community involvement • Staff/Board training 	TAC Chapter 89 Subchapter A EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LEGAL) EHBB (LOCAL)