

Aledo Independent School District

McCall Elementary

2018-2019 Goals/Performance Objectives/Strategies

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."

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Goals




Revised/Approved: January 14, 2019


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) 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) 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) 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>	2.4, 2.5	<p>Campus Administration</p> <p>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, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 1:




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) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.</p>	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, district - wide, 80% of the time, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.</p>	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, district - wide, 80% of the time, by June 2019.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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 implement Framing the Lesson in 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 Framing the Lesson daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in 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 FSGPT daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will implement Critical Writing in 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 Critical Writing daily with fidelity, by June 2019.				








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. 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
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) K-2 teachers will ensure that students are productively progressing through individual reading goals. Teachers will provide small group, guided reading instruction.</p>	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 will consistently implement guided reading, in order to advance each student's ability to process increasingly challenging books with fluency and comprehension.				
Funding Sources: 211 Title I, Part A - 3000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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 expository writing samples, one in the fall and one in the 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-5 teachers will ensure that students are progressing through the WFBB expository writing 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-5 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 expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.	