

Aledo Independent School District



McAnally Middle School

2026-2027 Campus Improvement Plan

Mission Statement

To ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Summary

MMS is a 6th through 8th grade campus with approximately 900 students; it is in its 5th year of existence. As such, the school is still establishing the culture and traditions. The school has a working capacity of 1200+ with students coming from the following feeder elementary schools: Coder, Annetta, Walsh, and McKinney. At the end of the 2026 school year, the breakdown is as follows:

Student Total	887	100%
6th Grade	306	34.5%
7th Grade	296	33.3%
8th Grade	285	32.1%

Student Demographics	Count	Percent
Gender		
Female	405	45.6%
Male	482	54.4%
Ethnicity		
Hispanic-Latino	181	20.4%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	20	2.3%
Black - African American	19	2.1%
Native Hawaiian - Pacific Islander	0	0.00%
White	620	69.9%
Two-or-More	47	5.3%

Strengths

- The student population is becoming more diverse in many different aspects, which promotes inclusivity and the ability to thrive in a multicultural society. This aligns with our district vision and mission.
- In addition, our school has grown by almost 100 students since the end of the 2025-2026 school year.
- 80% of teachers at MMS have 5+ years experience; this amount of experience is crucial as veteran educators bring deep content knowledge, proven instructional strategies, and strong classroom management skills. Their experience allows them to effectively support diverse learners, mentor newer teachers, and contribute to a stable and collaborative school culture. This results in higher-quality instruction and a more consistent, supportive learning environment for students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Continued focus is needed to ensure that every student--including students receiving special education services, emergent bilingual students, economically disadvantaged students, and other identified student groups--has equitable access to high-quality instruction, meaningful relationships, appropriate interventions, and opportunities for academic and personal success.	McAnally Middle School serves a diverse student population with varying academic, social, emotional, and behavioral needs. As student enrollment and demographic groups continue to evolve, it is essential that the campus consistently analyze student performance, attendance, behavior, and engagement data across all student groups to identify and address disparities.

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Student Achievement

Summary

MMS received an overall campus grade of 93 on the TEA [report card](#). In addition, MMS received 3 distinctions--academic growth, closing the gaps, and postsecondary readiness.

Attendance rate went from 95.6% to 95.9% from 24/25 to 25/26.

	2024/2025			2025/2026		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Algebra	98	77	55	100	99	86
8th Math	92	56	20	89	62	17
7th Math	78	51	6	88	71	37
6th Math	89	64	30	93	66	29
8th Reading	92	75	46	97	84	52
7th Reading	87	74	48	91	74	52
6th Reading	89	75	51	92	79	49
8th Science	89	65	36	95	78	42
8th Social Studies	74	43	25	83	53	31

Strengths

For 2 consecutive years, student performance has increased as the school has maintained its "A rating." In fact, it has gone from 91---->92 and then from 92 ---->93. In addition, when compared to its 40 "comp schools" (similar demographic make-up to our school), it has increased from 0 to 3 distinctions in that same time frame.

Performance data has increased in some of the various groups from 24/25 and 25/26 such as emergent bilingual and special education.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
<div>1</div> <p>While many students are meeting or exceeding expectations, gaps remain in the percentage of students achieving the Meets and Masters levels, in each of the 4 content areas.</p>	<p>The campus continues to refine the alignment of rigorous instruction, formative assessment, and CT practices to ensure that identified learning gaps are addressed in a timely and consistent manner. Strengthening the systematic use of data within collaborative teams will allow teachers to more precisely identify learning needs, adjust instruction, and provide appropriate interventions.</p>

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School Culture and Climate

Summary

McAnally Middle School is committed to creating a positive, inclusive, and student-centered school culture in which every student and staff member feels valued, supported, and connected. Our campus culture is grounded in strong relationships, high expectations, accountability, and a belief that every student can learn and grow. Through our Bearcat identity and the Aledo ISD L.E.A.D. values—Learner, Empathetic, Accountable, and Dedicated—we strive to develop students who demonstrate character, take ownership of their choices, and contribute positively to the school community.

McAnally Middle School prioritizes building meaningful relationships between students and staff, recognizing student achievement and growth, and providing opportunities for students to participate in athletics, fine arts, clubs, leadership, and other extracurricular activities. Staff members work collaboratively to create consistent expectations, reinforce positive behaviors, and respond to student needs through proactive support and intervention. The campus also values strong partnerships with families and the community as essential components of student success.

As McAnally continues to grow and serve an increasingly diverse student population, the campus will remain focused on strengthening consistency in expectations, improving student engagement and belonging, and using behavioral and student perception data to identify areas for growth. Our goal is to foster a culture where students feel known, respected, and challenged; staff feel supported and empowered; and every member of the Bearcat community understands that they play an important role in creating a safe, welcoming, and high-achieving school.

Strengths

As a growing campus, McAnally's greatest strength is its collective belief that relationships matter and that every student deserves to feel known, valued, and capable of success. This foundation provides a strong platform for continuing to strengthen consistency, student ownership, and a positive campus climate. End-of-year survey results from parents routinely mentions relationships with students as a strength at MMS. The school constantly engages in activities that celebrate student success (awards ceremonies, morning LEAD announcements from teachers, students of the week, academic awards, wall-of-fame, and many more).

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
<div>1</div> <p>McAnally Middle School has a strong foundation of relationships, school pride, and positive student and staff connections; however, continued growth in student enrollment and increasing student needs have created challenges in maintaining consistent expectations, accountability, and positive behaviors across all settings according to behavior data.</p>	<p>Inconsistencies across grade levels in implementing the new behavior matrix (LEAD)</p>

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Curriculum, Instruction, and Assessment

Summary

McAnally Middle School is committed to providing a rigorous, relevant, and student-centered learning experience that prepares all students for continued academic success. The campus implements the Aledo ISD curriculum with an emphasis on alignment to state standards, high expectations, and consistent instructional practices across classrooms. Teachers work collaboratively through professional learning communities to plan instruction, analyze student performance, identify learning gaps, and develop targeted interventions and extensions.

Instruction at MMS focuses on strong Tier I practices, including clear learning objectives, purposeful questioning, critical writing, formative assessment, student engagement, and opportunities for students to demonstrate mastery. Teachers utilize common instructional strategies and collaborate within content-area teams to ensure consistency in expectations and rigor. Campus leaders and instructional staff monitor classroom instruction and student learning through walkthroughs, observations, PLC conversations, and analysis of student work and assessment data.

Assessment practices at MMS include a combination of formative, common, and summative assessments designed to monitor student progress and inform instructional decisions. Teachers and collaborative teams regularly analyze assessment results to identify students who are approaching, meeting, or exceeding expectations. This data is used to provide targeted intervention and enrichment opportunities, with particular attention given to students who demonstrate persistent

learning gaps.

Recent student performance data demonstrates several areas of academic growth, including notable increases in Meets and Masters performance in multiple grade levels and content areas. At the same time, the campus recognizes the need to continue strengthening consistency in instructional practices, increasing the level of rigor and relevance for all learners, and using assessment data more intentionally to differentiate instruction. Moving forward, MMS will continue to focus on effective Tier I instruction, collaborative data analysis, targeted intervention and extension, and ensuring that every student has access to instruction that challenges them to reach their full potential.

Strengths

McAnally Middle School demonstrates a strong commitment to student growth through collaborative PLCs, data-driven instruction, and high expectations for all learners. Teachers work together to analyze student performance, refine instruction, and provide targeted intervention and enrichment. MMS also benefits from a positive school culture, dedicated staff, and a shared commitment to continuous improvement and student success. Weekly, they utilize the collaborative team (CT) protocol to analyze data and create intervention/extension groups in FLEX classes.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
<div>1</div> <p>When classroom behavior is positive, teachers may become overly comfortable and spend less time actively monitoring and engaging students from the power zone. This can reduce opportunities for proactive support, immediate feedback, and sustained student engagement.</p>	<p>Teachers may not understand the benefits of the power zone beyond classroom management.</p>

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Family and Community Engagement

Summary

McAnally Middle School values strong partnerships with families and the community to support student success. MMS provides multiple opportunities for families to stay informed, participate in campus events, and engage with teachers and staff. The campus continues to strengthen communication, increase family involvement, and build community partnerships that enhance the overall student experience. This includes a weekly newsletter to staff and parents that includes important announcements, ways to get involved, upcoming schedules, etc.

Strengths

McAnally Middle School benefits from supportive families and strong community partnerships that contribute to student success. The campus maintains consistent communication with families and provides meaningful opportunities for parents and community members to engage in school events, activities, and student recognition. Parents often volunteer time to take part in school events such as Color Blast, curriculum night, and school wide challenges.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
<div>1</div> <p>While McAnally Middle School has supportive families and community partners, opportunities remain to increase consistent family engagement and strengthen two-way communication. Some families may not regularly participate in campus events or have meaningful opportunities to provide input, requiring MMS to continue expanding accessible, purposeful ways for all families to connect with the school.</p>	<p>Inconsistent systems and opportunities for two-way family communication and engagement may limit participation among some MMS families.</p>

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School Organization

Summary

The school is organized primarily around grade-level teams, providing teachers with consistent opportunities for horizontal collaboration, planning, and problem-solving. This structure supports strong grade-level communication and allows teams to respond effectively to the academic and social-emotional needs of their students. However, the physical layout of the building and the current master schedule can unintentionally limit opportunities for collaboration across grade levels. As a result, vertical alignment of instructional practices, academic expectations, student support systems, and campus-wide initiatives can be inconsistent. Moving forward, the campus will seek to strengthen intentional vertical collaboration while maintaining the benefits of strong grade-level team structures.

Strengths

The campus has a strong grade-level team structure that provides teachers with regular opportunities for horizontal collaboration, common planning, instructional problem-solving, and student support. Teams have established working relationships and are able to respond collectively to the needs of their students. The organizational structure also provides clear grade-level ownership and promotes communication among teachers within each team. Campus leadership has opportunities to leverage these existing strengths by creating additional structures and protected opportunities for vertical collaboration, allowing effective practices and expectations to be shared across grade levels and promoting greater consistency throughout the student experience.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Building design and master scheduling prioritize grade-level collaboration, resulting in limited protected time and structures for intentional vertical alignment.	Grade-level teams have significantly more opportunities for horizontal collaboration than vertical collaboration, which can result in limited cross-grade alignment and a siloed approach to instructional practices, expectations, and student support.

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Technology

Summary

McAnally Middle School provides students and staff with strong access to instructional technology, including 1:1 Chromebooks, Promethean Boards, and Skyward. These tools provide a strong foundation for communication, instructional delivery, collaboration, assessment, and access to digital resources. The campus has an opportunity to build upon this foundation by increasing the consistency and sophistication with which technology is used to support student learning. Through purposeful integration of available technology, the campus will continue to develop classrooms in which students use digital tools to create, collaborate, communicate, problem-solve, and demonstrate mastery of content.

Strengths

McAnally Middle School has strong access to technology that supports both instruction and student learning. The 1:1 Chromebook environment provides students with consistent access to digital resources and learning opportunities, while Promethean Boards support interactive instruction and the use of multimedia resources. Skyward provides a centralized platform for communication, student information, grades, and academic monitoring. Staff have access to a variety of digital tools that can support differentiation, collaboration, engagement, and formative assessment. These existing resources provide the campus with a strong foundation for expanding purposeful and innovative technology integration.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Although students at McAnally Middle School have consistent access to 1:1 Chromebooks and other instructional technologies, the level of purposeful technology integration varies across classrooms. Technology is sometimes used primarily for content delivery, practice, or completion of routine tasks rather than as a tool for creation, collaboration, critical thinking, and problem-solving.	The campus has not yet established consistent, campus-wide expectations and structures for purposeful technology integration across content areas and grade levels. While teachers and students have access to digital resources, opportunities for professional learning, sharing effective practices, and vertical alignment around high-impact technology have been inconsistent.

 = Priority



Goals

Goal 1

How We Teach: By May of 2027, MMS will implement consistent instructional practices and demonstrate expectations as measured by: 95% FSGPT and 95% power zone.

Performance Objective 1

Teachers will learn a variety of FSGPT/Power Zone strategies to embed into daily lessons (TTESS Dimensions 2.3, 2.4, and 2.5, and 3.1) by December 2026. Strategies will be covered in August Professional Learning sessions, campus PL days, CTs, as well as weekly campus newsletters.

Evaluation Data Source: Walkthroughs, Daily Impact Walks, T-TESS

Strategy 1

Administrators will embed power zone and FSGPT strategies in newsletters for teachers to review each week. In addition, Administrators and department heads will discuss during Guiding Coalition so that CT conversations can focus on how to implement in classrooms.

Strategy's Expected Result/Impact: Increased % of teachers using these strategies on a daily basis.

Staff Responsible for Monitoring: Admin

Formative Reviews

December

February

April

June

Strategy 2

Administrators and instructional specialists will highlight teachers who use these strategies on various campus platforms (Web ex, newsletters, PL sessions, CT meetings).

Strategy's Expected Result/Impact: Praise & reinforcing effort tend to increase teachers who try these strategies consistently (focus on what you want to expand)

Staff Responsible for Monitoring: Admin, instructional specialists

Formative Reviews

December

February

April

June

Performance Objective 2

Teachers will conduct internal rounds (3 per quarter) of other teachers at MMS in an effort to accelerate

the learning process.

Evaluation Data Source: Internal Rounds Notes
CT Agendas

Strategy 1

Teachers will be encouraged & reinforced to complete internal rounds so they can quickly learn strategies from each other (modeled after district rounds)

Strategy's Expected Result/Impact: Increased professional learning community attributes + strategies

Staff Responsible for Monitoring: Admin + department heads

Formative Reviews

December	February	April	June
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Goal 2

Collaborative Teams: By May of 2027, MMS will strengthen PLC implementation with CTs rating at 100% developing or higher and 75% sustaining or higher for focus on results.

Performance Objective 1

Collaborative teams will sustain a culture of continuous reflection, norms, and mutual accountability, as evidenced by team self-assessments, meeting protocols, and work sample analysis.

Evaluation Data Source: CT agendas
Self-Assessment Ratings

Strategy 1

Administrators will consistently post data in the CT room (we have transformed the CT room into a place of professional learning + resources) and lead those conversations during CT.

Strategy's Expected Result/Impact: Increased teachers' awareness of data leads to the ability to make decisions to drive each department forward.

Staff Responsible for Monitoring: Admin + department heads

Formative Reviews

December

February

April

June

Performance Objective 2

Collaborative teams will use common formative assessment data and student work samples to identify learning gaps, determine instructional responses, and provide targeted intervention and extension opportunities for all students.

Evaluation Data Source: DCA Data
CT Agendas
Benchmark + STAAR Data

Strategy 1

Aside from data being posted in the CT room, we will discuss data in Guiding Coalition meetings, administrative team meetings each Monday, etc. Furthermore, each teacher is using their own data trackers before and after major assessments (DCA's, benchmarks, etc).

Strategy's Expected Result/Impact: An increased awareness of teachers' performance data allows teachers to take the next step; students' awareness of their progress/data increases their likelihood of improving test performance (Hattie's research)

Formative Reviews

December

February

April

June

Goal 3

LEAD Implementation: By May of 2027, 90% of McAnally Middle School classrooms will consistently implement L.E.A.D. strategies and expectations, as evidenced through classroom walkthroughs, observations, and other campus monitoring tools. This consistent implementation will strengthen student engagement, accountability, and a positive learning environment across the campus

Performance Objective 1

Teachers will receive ongoing training, modeling, and feedback on L.E.A.D. strategies, while campus leaders will use walkthroughs and other monitoring tools to reinforce consistent daily implementation and identify opportunities for support.

Evaluation Data Source: Daily Impact Walks
Behavior Guiding Coalition Feedback
Formal/informal observation Data

Strategy 1

New strategies will be used in newsletters related to how teachers can use LEAD components in lessons (for procedures, reinforcement, etc); in addition, reinforcement and praise on how these are being used by instructional specialists/principals highlights.

Strategy's Expected Result/Impact: Teachers will use LEAD strategies more consistently across each department and grade level.

Staff Responsible for Monitoring: Admin, department heads, instructional specialists

Formative Reviews

December

February

April

June

Performance Objective 2

MMS will intentionally embed L.E.A.D. expectations into classroom routines, student interactions, and recognition systems to increase student ownership, engagement, and accountability for their learning and behavior.

Evaluation Data Source: Daily Impact Walks
Teacher Self-Assessment
Behavior Referral Data
Walkthrough Data

Strategy 1

MMS will use a multitude of strategies for teachers to recognize teachers and students; in addition, we will have strategies for students to recognize teachers. Furthermore, strategies will be embedded in newsletters and PL sessions to encourage new ways for teachers to utilize strategies.

Strategy's Expected Result/Impact: Improvement in Positive culture as evidenced by surveys, attendance, etc.
Increased number of announcements related to LEAD

Staff Responsible for Monitoring: Principal

Formative Reviews

December

February

April

June

Goal 4 Attendance: By May of 2027, MMS will achieve an attendance rate of 96.5%.

Performance Objective 1

MMS will implement a proactive, data-driven attendance system that identifies students at risk for chronic absenteeism, provides timely family communication and individualized support, and recognizes students who demonstrate improved and consistent attendance.

Evaluation Data Source: Skyward Attendance
Decreased number of Truancy Cases
Parent Contact Logs
Police Home Visit Logs
Data Integrity Meetings

Strategy 1

Attendance mentors will be used for students who fall below the 90% rule early on.

Strategy's Expected Result/Impact: Less students will be at risk of Truancy.

Staff Responsible for Monitoring: Principal, attendance clears, APs

Formative Reviews

December	February	April	June
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Strategy 2

Home visits will be conducted for any student who does not meet the 90% rule at any point in the semester.

Strategy's Expected Result/Impact: Higher attendance rate %

Staff Responsible for Monitoring: Principal, police officers, attendance clerk, and APs

Formative Reviews

December	February	April	June
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Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/ Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026