

Aledo Independent School District
McAnally Intermediate School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Through collaboration and accountability, we will facilitate learning to empower students to become contributing members of society by establishing an academic community built upon meaningful relationships.

Comprehensive Needs Assessment

Revised/Approved: October 25, 2018

Demographics

Demographics Summary

McAnally has a current total of 519 students enrolled for the 2018-2019 school year. The student population is 77.3% White, 17.3% Hispanic, .4% African-American, .2% Native American, .6% Asian, and 4.3% Two Races or more. The percentage of students receiving Special Education services is 7.2%, 3.1% of the student population receives ESL services, and 17.5% is the percentage of our Economically Disadvantaged student population. It should also be noted that the percentage of McAnally students receiving Section 504 services is 14%.

The McAnally Staff embraces the opportunity to know, value and inspire students in a unique setting in which they are isolated as 6th Grade students. McAnally's overall attendance rate decreased from 97.1% to 96.5% from the previous year.

Demographics Strengths

- Enrollment was accurately projected
- Core teachers added to address additional students

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a result of increased student enrollment, we must monitor the progress of specific student populations and the services they are receiving. **Root Cause:** Aledo ISD is experiencing rapid growth.

Student Achievement

Student Achievement Summary

At McAnally, a high level of student achievement is paramount. It is through high level instruction, enrichment, intervention, and accelerated instruction, that we monitor the growth of all of our students throughout the course of the school year. In 2018-2019 McAnally was rated as "Met Standard" and did not receive any Academic Distinctions.

6th Grade Math

Masters-41%

Meets-73%

Approaches-94%

Did Not Meet-6%

6th Grade Reading

Masters-28%

Meets-54%

Approaches-86%

Did Not Meet-14%

Based on an analysis of the 2017-2018 STAAR data, it is evident that we need to increase the number of students making academic progress at all levels. As indicated in our Campus Goals, we are focused on students making a year's worth of academic progress. Based on STAAR, last year's academic progress is listed below.

6th Grade Math

No Progress-34.42%

Met-51%

Exceeded:14.57%

6th Grade Reading

No Progress-54.27%

Met-31.66%

Exceeded:14.07%

Student Achievement Strengths

Strengths

- Met Standard
- Overall "Approaches" percentages remain high; however, our goal is to increase percentages at the "Meets" and "Masters" level(s)
- New district initiative involving MAP Growth Testing to aide in progress monitoring
- WIN Time and built in tutoring time used for enrichment, intervention, and tutorials
- Core teachers removed from before/after school duty schedule to protect departmental time in the mornings/afternoons for teams to meet, reflect, and plan

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not demonstrating academic progress based on STAAR data. **Root Cause:** The transition from 5th to 6th grade brings about many challenges (beyond academic) that our students and teachers must face. Students are not performing as successfully in 6th grade as they did in 5th grade.

School Culture and Climate

School Culture and Climate Summary

McAnally Intermediate School is a Capturing Kids' Hearts campus. We have continued our work in this area through the Flippen Group's "Recharge" Training in August to focus on our common expectations for Capturing Kids Hearts (four questions, greeting, social contract, spirit of affirmation, good things). As a result of a new schedule and shuffled Academic Teams, we also brought the True Colors group to McAnally so that we could have a better understanding of one another and how we operate. We have bought into the phrase used by the Flippen Group that you cannot capture children's minds until you have captured their hearts.

The McAnally Staff met collectively to review data from Parent and Staff Surveys. Input is gathered from teachers throughout the school year. Campus administration frequently meets with teaching teams to collect qualitative information that assists in making McAnally a better place. Teachers see administration is professional and recognizes staff members for a job well done. Campus views administration as "instructional leaders". Teachers know their curriculum, are motivated, innovative, and use technology effectively on a regular basis.

Teaching staff has expressed a need to address student behavior and to increase communication about action taken.

Teaching staff has expressed the need to encourage parent and community involvement.

School Culture and Climate Strengths

Strengths

- Capturing Kids' Hearts.
 - Classroom Social Contracts
 - Implementation of "Good Things" as students enter the classroom
 - Emphasis on "Affirmations" for students and staff
 - School-Wide Discipline Plan
- Master schedule allows teachers to spend time with both department and team throughout the day.
- Encouragement of parents/family support of students – Heritage Day, Spelling and Geography Bees, Parent Volunteer program, Art Shows, Band and Music programs, Watch DOGS, UIL
- Increased feeling of campus unity.
- Administration is professional and recognizes staff for a job well done.
- Teachers know and understand their curriculum, are motivated, innovative and use technology on a regular basis.

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: Appropriately addressing student discipline remains an area of growth **Root Cause:** Student discipline referral data remained at a high rate in the 2017-2018 school year for a one grade level campus. There is now a streamlined system in which student discipline is addressed that all staff members are aware of.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McAnally Intermediate was fortunate to only lose two teachers from the 2017-2018 school year. We are very proud that the two teachers that left were promoted to administrative positions. In March of 2018, the AISD Board of Trustees approved four additional teaching positions for McAnally. With the additional vacancies previously mentioned, McAnally was able to hire two teachers from outside Aledo ISD and accepted internal transfers of four teachers from other AISD campuses.

McAnally Intermediate School staff has developed a professional learning community that collaborates regularly to share ideas and plan instruction. Teams focus on best practices and attend professional development based upon student needs. Emphasis remains on recruiting and retaining a highly qualified staff, frequent monitoring of student progress and professional development participation, all of which, contribute to a high level of student achievement.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- All staff are highly qualified according to state certification requirements and status is monitored annually.
- Professional Learning is encouraged and supported throughout the year and information gained from Professional Development is shared with staff. (Techno Thursday)
- Honoring staff members (Staff Member of the Month).
- High percentage of staff trained in Capturing Kids' Hearts.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$6,000 allocated for Coder.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: McAnally will continue to find ways to serve and equip staff to teach our students. **Root Cause:** Staff retention is high and teachers feel a sense of unity on campus. Increased and renewed focus must allow teachers opportunities to grow and learn.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The McAnally Staff is committed to growing and learning every year. Our Aledo ISD Problem of Practice is as follows: After an analysis of campus results, students are not consistently showing evidence of critical thinking evidenced through academic discussions and writing across the curriculum. Theory of Action: Teachers will receive professional learning on the components of critical thinking / academic rigor including : thoughtful work, high level questioning, and academic discussion. Teachers will receive professional learning and resources to support their understanding of how to apply critical writing in multiple contexts and students will utilize Thinking Maps to demonstrate critical thinking and to transfer information to a clear, concise piece of writing. Students will demonstrate critical thinking daily through academic discussions and critical writing across the curriculum

The instructional staff at McAnally regularly review best instructional practices with campus administrators and district content specialists in all core areas. Core teachers have protected time throughout the week, and use this time to share ideas, lesson plans, and reflect on their practice. Teachers believe that we are moving toward a more rigorous curriculum with our new instructional focus as a district. Teachers continue to express a desire to have more time for departmental meetings and vertical alignment.

In our third year of T-TESS, we continue to focus on specific goals and a “growth mindset” toward achieving them. Teachers have written two goals each, and will meet with campus administrators throughout the year for support as they make progress.

Curriculum, Instruction, and Assessment Strengths

- Individual teachers regularly monitoring Accelerated Instruction Plans/Progress Monitoring
- Participation in AISD Instructional Rounds/Data Debrief(s)
- Four McAnally teachers will serve as district curriculum writers
- Staff regularly develops/designs curriculum to meet students’ instructional needs
- Continued efforts to increase rigor of curriculum and drill down to specific data-driven needs by collaborating with content specialists in all areas.
- MAP Growth Testing and progress monitoring (ELAR and Math)
- Imagine Math
- IStation (Reading)
- Content Based Assessments

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of campus results, students are not consistently showing evidence of critical thinking evidenced through academic

discussions and writing across the curriculum. **Root Cause:** Students are not demonstrating adequate academic growth from year to year. Students making the transition to a new campus, number of standards covered, and a need to focus on critical writing are all factors.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement are an integral part of success for our campus. McAnally is very fortunate to receive a great amount of support in this area. McAnally welcomes the opportunity to engage all stake holders in the learning process. Parents have many opportunities to be involved in their children's education. We have been able to do this through: Watch DOGS, Li'l Ladies, Student Council, Lockheed Martin Day, Field Trips, Heritage Days, Fort Worth Museum of Natural Science and History Family Museum Night, and the Connections Program.

While many opportunities exist, we are currently working on ways and methods that we can better engage both families and community. Our staff has specifically expressed that they would like to explore additional ways in which we can increase parent and community engagement.

Parent and Community Engagement Strengths

- Field Trips
- Watch DOGS
- PALS/Parent Volunteers
- Lockheed Martin Day
- Museum Night

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: McAnally would like to explore new and innovative ways to encourage parent and community involvement. **Root Cause:** McAnally needs to explore additional opportunities to take advantage of the willingness and support we have in our community.

School Context and Organization

School Context and Organization Summary

At McAnally, we have embraced the opportunity to build relationships and make a positive impact on the lives of our students before they enter middle school. Capturing Kids' Hearts has given teachers the tools to help build relational capacity.

McAnally operates off of a six period (65 minute) schedule. In addition to their four core classes and P.E., students are also able to take Band, Art, Computer, and General Music. McAnally consists of five academic teams that have four core teachers on each team. These teams are in close proximity to one another throughout the building which allows for easy travel from class to class. Teachers teach four classes and have only one class for which to prepare. Students split their P.E. period with WIN Time (What I Need).

McAnally students are provided extracurricular opportunities through U.I.L., Spelling and Geography Bees, Book Fairs, Art Show, Advocat's Run, Choir Programs, McAnally Student Council (which includes BIGG Club-Big Ideas for the Greater Good), Runner's Club, Hoops for Heart, and Fireside Friday activities. High participation rates in these areas provide our students with an opportunity to have fun and find their passions in life.

The McAnally Staff communicates through a variety of ways. Communication methods between staff and parents include Parent Link system, School Fusion, Google Sites, school telephones, teacher newsletters, school e-mail, Facebook page, Instagram, Twitter, and Parent Portal. McAnally also conducts events such as Meet the Teacher and Curriculum Night in which face to face interaction provides parents with the opportunity to be involved.

School Context and Organization Strengths

- WIN Time
- Fireside Friday help to give every student the opportunity to grow and have fun
- Strong social media presence
- Increased leadership opportunities through student council (attending area conferences, and activities)
- Staff and parents are actively involved in student success
- Every core team has a weekly newsletter that keeps parents informed regularly

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: McAnally must continue to identify ways to keep students engaged and making academic progress. **Root Cause:** This is a transitional year for students from elementary to secondary in academic, and social/emotional ways.

Technology

Technology Summary

Technology is incorporated into classrooms daily at McAnally. Our Computer Class (as a part of our MAC Rotation) serves to equip students with basic knowledge they need to prepare them as 21st Century learners. Staff is open and willing to learn new and innovative methods that enhance learning for students. Techno-Thursdays take place every week at McAnally. These sessions are teacher led, and provide opportunities for staff members to problem-solve and collaborate with one another.

Teachers continue to express concerns about speed and connectivity in our building. Instructional staff would like to see more devices on campus.

Technology Strengths

- Classes equipped with Promethean Boards
- Library is well equipped with computer stations and Promethean Board
- Techno-Thursday provides learning opportunities for teachers
- Increased number of mobile devices for students (2 to 1 ratio)

Problem Statements Identifying Technology Needs

Problem Statement 1: Connectivity and quantity of our resources continue to be an area of concern for instructional staff. **Root Cause:** Funding the quantity of devices/technology that we desire is significant.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

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
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.</p>	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.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.</p>	2.4, 2.5	Campus Administration District 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.				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.</p>	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>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	Campus Administration District Administration	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.				







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 CTE 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 CTE 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.				
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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:

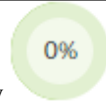
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Teachers will implement Framing the Lesson in their daily instruction.</p>	2.4, 2.5, 2.6	<p>Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team</p>	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</p> <p>2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.</p>	2.4, 2.5, 2.6	<p>Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team</p>	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	<p>Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team</p>	100% of teachers will utilize Critical Writing daily with fidelity, by June 2019.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 3: Authentic Literacy

Performance Objective 1: 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) 1: 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 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) 6th grade 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 CTE ESL Instructional Rounds Team	100% of 6th grade 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.				
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Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Zach Tarrant	Principal
Administrator	Holly Elgin	Assistant Principal
Non-classroom Professional	Jamie Ries	Counselor
Non-classroom Professional	Patti Faulkner	Librarian
Classroom Teacher	Kari Ward	ELAR Teacher
Classroom Teacher	Sara Reed	Computer Teacher
Classroom Teacher	Michelle Johnson	Teacher
Classroom Teacher	Tracy Wilson	Science Teacher
Business Representative	Kevin Musselwhite	Business Representative
Business Representative	Chris Demers	Business Representative
Community Representative	Deven Jacobs	Community Representative
Community Representative	Rob Helms	Community Representative
Parent	April Isbell	Parent
Parent	Trish Belt	Parent