



Coder Campus Plan

2013-2014

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

CODER CAMPUS COMMITTEE MEMBERS 2013-2014

<u>GRADE</u>	<u>TEACHER</u>	<u>YEAR</u>	<u>START</u>
KINDER (PRE-K, PPCD)	Cardinal Davis	2 yr.	2012-2013
1 st Grade	Kaylee Cook	2 yr.	2013-2014
2 nd Grade	Sandy Dempsey	2 yr.	2012-2013
3 rd Grade	Lynda Wright	2 yr.	2012-2013
4 th Grade	Laura Andringa	3 yr.	2013-2014
5 th Grade	Michelle Johnson	3 yr.	2012-2013
Sp. Ed., Diag., Speech, LA/MT, Counselor	Karen Hennington	3 yr.	2012-2013
Library, P.E., Music, ESL, Nurse, G/T, Computer	Jerry Ballard	3 yr.	2011-2012
District Rep.	Linda Smith	2 yr.	2012-2013
	Lynda Wright	3 yr.	2012-2013

AS, BN, JK, 2 parents, 2 community, 2 business

Parents – Robin Morrison
Mindy Thompson

Community – Jason Kirk
Coby Kirkpatrick

Business – Kevin Wright (Town and Country Bank)
Mike Moore

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Mattie Coder Elementary School
Comprehensive Needs Assessment
2013-2014

Demographics

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of four elementary schools that serve students in Kindergarten through 5th grade. Coder is home to Aledo ISD's only Pre-K program that provides early intervention to 4 year old students prior to entering Kindergarten. It is also home to two Early Childhood classrooms that consist of children ages 3-5 that have been identified with special needs and are integrated with Aledo ISD employee's children that are receiving preschool curriculum.

The school has a population of 507 students. The ethnic representation is 2.5% African American, 13.2% Hispanic, 81.7% White, 1.75% Native American, and 1.75% Asian/Pacific Islander. 23% of the students at Coder are economically disadvantaged, 5.3% are Limited English Proficient (LEP), 7.5% Special Education, and 15.7% of the population falls into the at-risk category. The students of Coder Elementary have an attendance rate of 98% each day and staff is composed of teachers averaging 19.2 years of experience.

Coder Elementary can be described as a well-established and friendly learning community that promotes many school/family/community partnerships, high instructional expectations, and a wide variety of opportunities for students to expand their learning experiences. Coder is growing in population, diversity, and varied economic backgrounds and has a belief that all students can learn. With that thought in mind, there is focus put on character education and leadership skills through activities involving all students. Also, specific attention is given to student achievement through balanced literacy, interactive technology, Thinking Maps, formal and informal assessments, and small group differentiated instruction.

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Mattie Coder Elementary School
Comprehensive Needs Assessment
2013-2014

Student Achievement/Curriculum Instruction and Assessment

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in a learner-centered, teacher-facilitated classroom. Intervention techniques like small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and the student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. In addition, the use of instructional technology has created an interactive learning environment focused on learning in the 21st Century.

Identified areas of improvement include aligning instructional goals with the state testing standards; raising the level of critical thinking through the use of Thinking Maps and writing across content areas; and further implementation of high yield instructional strategies, known as the Fundamental 5. Staff development and vertical alignment will be utilized to meet these goals. Coder Elementary will also place a strong emphasis on incorporating small group instruction into core instruction time to ensure growth for all students regardless of their current academic level.

Strengths:

- The school meets or exceeds the state and district results on STAAR assessments
- Weekly grade-level collaboration allows for specific planning or training to support all students
- Available assessment data is consistently 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, ESL, Gifted and Talented, RTI, 504, LAMT/Dyslexia, and Success Maker
- Instructional resources such as the literacy library, science lab, laptop labs, and media center are used to enhance achievement
- Technology and software sources are utilized including Smart Boards, document cameras, teacher workstations, classroom Extenda computers, Student iPads, Senteo clickers, mobile laptop carts, digital probes, microscopes, Windows, Office 2010, Success Maker, STEM Scopes, and Notebook Software

Goals for the Year:

- Maintain and improve student performance in reading, writing, math, and science in all student groups while targeting identified sub group needs
- Implement vertical alignment to facilitate the identification of specific curriculum strengths and needs, in order to determine instructional strategies that best address student learning standards
- Provide staff development focusing on Writer's Workshop, Fundamental 5, and Thinking Maps
- Further differentiate instruction by utilizing small group lessons during core instruction times, in which flexible small groups will be utilized to supplement and/or reinforce learning goals

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Mattie Coder Elementary School
Comprehensive Needs Assessment
2013-2014

School Culture and Climate

The mission of Coder Elementary School is to provide each individual a safe and nurturing environment, for social and academic growth, in preparation for the challenges ahead. The staff believes that the added involvement of family and community at Coder has played a vital role in attaining the mission that we strive to conquer each year. According to Parent Surveys administered at the conclusion of the 2012-2013 school year, parents are confident that their children are safe at school and feel that our school has a respectful and caring atmosphere.

In an effort to ensure speedy and efficient response in emergency situations, Coder will further emergency preparedness by executing table top safety exercises. This will allow staff the opportunity to problem solve through a variety of safety scenarios in order to equip them to handle emergency situations should they arise. Finally, strategic recognition of student successes in both the school and classroom will be executed to create a positive and encouraging school climate.

Strengths:

- District and school wide safety procedures are in place, and are regularly practiced by staff and students
- Parent climate surveys and student interviews reveal that 97% of parents feel confident that their children are safe at school
- 91% of parents cited Coder as providing an excellent learning environment for their children with a welcoming and respectful atmosphere within the school

Goals for the Year:

- Execute table top safety exercises allowing staff to problem solve through safety scenarios in order to equip staff to handle a variety of safety issues
- Have Watch DOG volunteers play a greater role in promoting school wide expectations and building a warm and nurturing school environment
- Implement strategic campus recognition of student successes by creating a Wall of Pride, hosting power rallies, and awarding students with spirit tags

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

**Mattie Coder Elementary School
Comprehensive Needs Assessment
2013-2014**

Family and Community Involvement

“We are here to educate, nurture, and value our children as if they are precious jewels.
We will prepare our students for the future, impact their lives, and empower them to fulfill their dreams.
In supporting the community and each other, we will make a difference.”
- The Coder Elementary Staff, 2010-2011

This collaborative mission statement embodies the values, beliefs, and culture shared by the parents, community, staff, and students of Coder Elementary. Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Some of these events include family event nights, daily opportunities to volunteer in the school, PTO, Watchdogs, and special school events. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as mentors, Advocats, Connections, financial assistance, or resourceful information that support Coder’s staff and families. Parent and community input is also sought after through their participation on the Coder Campus Committee, PTO, DWEIC, and SHAC, along with the completion of parent surveys.

While Coder Elementary has a strong PTO and active parental involvement, an effort will be made to further include volunteers in academic activities that take place on the campus. In turn, the campus would like to build student leadership and support for community efforts through student council projects. Campus support for PTO initiatives will also be increased by regularly attending PTO meetings in order to stay informed of events and provide opportunities for campus participation in fundraising.

Strengths:

- According to climate surveys, 95% of parents and community members feel welcome and are encouraged to participate in special events and activities at Coder
- The Parent/Teacher Organization (PTO) has built strong support for Coder through the offering of volunteers, time, money, and resources
- Multiple communication platforms are used to communicate with parents such as newsletters, notes, marquee, Parentlink phone calls, Facebook, and school/teacher web-site
- Positive relationships have been established with school mentors and social service agencies like the Center of Hope, AdvoCats, and Connections

Goals for the Year:

- Create additional opportunities for parents and community members to get involved in academic ventures at Coder
- Solicit student council involvement in service projects as a means of giving back to our community
- Have a staff representative at monthly PTO volunteer meetings and keep the school informed on their goals and events

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMA = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Mattie Coder Elementary School
Comprehensive Needs Assessment
2013-2014

Staff Quality, Recruitment and Retention

Coder Elementary has an experienced and highly qualified staff of 34 teachers and 16 support staff members. This skilled staff averages 19.2 years of teaching experience, with a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, or Special Education. Coder staff members participate in professional development activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, interactive technology, and Thinking Maps. All new teachers are provided staff development that includes: PDAS Training, TBSI Training, New Teacher Orientation, ESL Certification, Crisis Prevention Intervention, Gifted and Talented Training, Kilgo Training, and Texas Reading Academies.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder will have teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. A strategic plan will also be devised to give teachers time to collaborate on lesson planning, implementing professional development, and studying student expectations. Both endeavors will focus on using teacher talents to move the school into new realms of achievement and build unity and collaboration among the staff.

Strengths:

- Professional staff is 100% highly qualified
- Staff attends research based staff development in instructional practices, balanced literacy, interactive technology, and Thinking Maps
- Teachers feel empowered to make decisions regarding classroom instruction
- Teachers target instruction to meet campus and district goals

Goals for the Year:

- Create committees that allow teachers to participate in campus planning and decision making
- Increase collaboration opportunities for staff to plan lessons, implement professional development, and study student expectations
- Look for opportunities to highlight teachers' talents and provide leadership roles

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Mattie Coder Elementary School

Comprehensive Needs Assessment

2013-2014

School Context and Organization

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary has been given a safe, secure, and up to date facility. The school was built in 1988 and underwent extensive painting during the summer of 2012. Throughout each school year, the facility is maintained and modified based on collaboration between campus administration and district maintenance and custodial staff. To further expedite maintenance requests Eduphoria, a new processing system, was instated. This has resulted in timely repair of the building and documentation to ensure that all needs are addressed.

In alignment with campus instructional goals, Coder Staff wants to ensure good stewardship of monies by ensuring that all purchases are related to school goals. This will be accomplished through the use of teacher collaboration to identify sound instructional resources that could be purchased to support academic attainment. Teachers will also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support of academic feats. In additional, focus will be given to the goal of maintaining and prolonging the integrity of the facility. This feat will be accomplished by periodically checking the building for physical and technological needs and further utilizing Eduphoria to make maintenance and technology requests as needed.

Strengths:

- PTO and community partners provide continuous financial support for the campus through fundraising and donations
- Teacher purchase requests for supplies and teaching resources are made on an as needed basis to ensure that all purchases are timely and connected to learning goals
- Coder has a safe and secure facility

Goals for the Year:

- Conduct review of instructional materials for purchase during teacher collaboration and professional development sessions in order to find resources that align with campus goals
- Make grant requests to the Aledo Education Foundation for financial support of innovative teaching resources
- Further utilize Eduphoria to communicate maintenance and technology needs in order to maintain the integrity of the facility

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Mattie Coder Elementary School
Comprehensive Needs Assessment
2013-2014

Technology/Continuous Improvement

The role of educating Aledo's youth is a task that Coder Elementary takes very seriously. In an effort to ensure excellence, Coder annually evaluates the effectiveness of campus programs and processes. This feat is accomplished through the review of data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys. This data is studied, discussed by the campus, and used as a planning tool to formulate the yearly campus action plan. Another venue for achieving overall campus improvement is the institution of automated internal systems such as Eduphoria, AESOP, Parent Portal, School Fusion, and the Employee Access Systems. The usage of these systems were initiated during the 2011-2012 school year and have been used to increase school efficiency, build strong communication venues, and forward the usage of instructional technology at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems.

The usage of campus evaluation data is an essential goal for Coder Elementary. Staff members not only want to use the data to formulate a school action plan, they also want to ensure that growth is made in all areas highlighted during the data review process. Goals will be set and continually reviewed throughout the year in an effort to keep Coder focused on achieving excellence in all aspects of the school. In addition, Coder staff will work to become further accustomed to entering, accessing, and sharing data using the automated internal systems as a means of school improvement. Staff members will also begin investigating ways to further incorporate technology into daily lessons. The possibility of 1 to 1 iPads and using augmented reality and QR codes to disseminate information will be specifically researched.

Strengths:

- The campus utilizes state and local assessment data, as well as, teacher and parent climate surveys to evaluate the effectiveness of campus programs and to create a yearly action plan
- The evaluation process has revealed that Coder is improving in academic achievement for all students and overall parent satisfaction ratings
- Staff members are using the automated internal systems to support academic achievement

Goals for the Year:

- Continually review and evaluate campus goal achievement to ensure growth for all students
- Become more skilled in the usage of automated internal systems such as Eduphoria, School Fusion and Stem Scopes
- Research technology resources that can be utilized to enhance instruction, such as 1 to 1 iPads, augmented reality, and QR codes

Last Updated: 10/11/2013

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMA = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

2013-2014 Coder Elementary Strategic Plan

District Priority #1: Learning – Coder Elementary will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Coder Elementary will align all curricula based on data to reflect appropriate rigor and maximize student success through vertical and horizontal teaming, staff development focused on critical thinking and data meetings.	Campus Staff Administrators Horizontal/Vertical team	Eduphoria. Success Maker. Scope & Sequence District and Campus Staff Development Title I (\$1340)& II (\$5816)	2013-2014 school year: as data becomes available	STAAR Results. Data Tables. AEIS. AYP Results. Lesson plans. School report card Data Center / PDAS Walk Through	Comparison of reports and objectives annually by sub groups	PD CAN A C
1.2 Coder Elementary will provide a variety of diverse, rigorous courses and programs to meet student needs and prepare them to be successful in a competitive-global society such as Thinking Maps, Success Maker, Capturing Kids Hearts, Accelerated Reading, and STEM Scopes	Campus Staff Administrators	HQ Staff. Technology. Campus Professional Development Title II (\$5816)	August 2013 June 2014	Master schedule TEA Distinction Designation AEIS Report	Performance/participation when compared annually.	HQ C
1.3 Coder Elementary will identify and implement an appropriate set of effective instructional strategies including Thinking Maps, Think Aloud Strategies, Project Based Learning, and Whole Brain Teaching Strategies along with full integration of existing technology such as District provided technology, I pads, laptop labs, and iPod station.	Campus staff Administrators	Instructional Technology. Professional Development Title I (\$1340)& II (\$5816)	August 2013 June 2014	Student Data Lesson plans. Professional Development	PDAS. Sign in sheets & agendas. STAR Chart.	PD C
1.4 Coder Elementary will provide a variety of co-curricular activities in the areas of fine arts, student leadership, UIL, physical activity, and science for enrichment with a high level of student participation.	Campus staff Administrators	Campus staff Administrators	August 2013 June 2014	Enrollment numbers in activities. Rosters from programs	Increased attendance. UIL and other program recognitions	PI C R/R

1.5 Coder Elementary will provide support programs at the campus level to meet the diverse needs of all learners such as ESL, Gifted and Talented, RTI, 504, Special Education Services, Intervention Groups, Success Maker and LAMT/Dyslexia	Campus Staff District/Campus Administrators	GT Specialists, SE Team, ESL & staff 504, RTI Team, LAMT, Title I (S1340)& II (S5816)	August 2013 June 2014	GT, ESL, Special Education Differentiation documentation forms, RTI documentation, Progress Monitoring Data for Individual Students.	AEIS, AYP, Special Ed. 504, GT annual reports, TELPAS reports, RTI documentation	C PI HQ
---	---	---	--------------------------	---	---	---------------

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #2: Safety – Coder Elementary will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Coder Elementary will evaluate and update emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	Campus Administrators Campus Safety Committee	AISD Police Local First Responders Edwards Risk Management REM 4	June 2013 – July 2014	Written plan for campus Documentation of Drills	Appropriate response if emergency occurs	CNA
2.2 Coder Elementary will establish procedures for students and staff to report and respond to safety needs and concerns.	Campus Administrators Campus Safety Committee	AISD Police SHAC TASB resources Edwards Risk Management	June 2013 – July 2014	Written plans on website, Student/teacher handbooks	Teacher, Parent Survey Results	CNA
2.3 Coder Elementary will ensure compliance with all governmental safety regulations and periodically practice safety drills to ensure fluid procedures and communication.	Campus Administrators	AISD Police/Maintenance TASB Resources Edwards Risk Management	August 2013 – July 2014	Written documentation demonstrating compliance	building and procedures will meet regulations	CNA
2.4 Coder Elementary will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus Administrators Campus Safety Committee	PEIMS data	March 2013 – August 2014	Discipline data for PEIMS.	Decreased discipline issues	CNA
2.5 Coder Elementary will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and include a safety awareness month to practice safety protocols. Schoolwide procedures will be executed for common areas and student recognition.	Campus/District Administration Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC Title II funding CATCH Local funds AISD Police Edwards Risk Management	August 2013– June 2014 National Digital Citizenship Week Red Ribbon Week	District/Campus Calendar of Events, Campus drill documentation	Lesson Plans for Red Ribbon & National Digital Citizenship Week & CATCH	CNA PD

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of Coder Elementary

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Coder Elementary will provide multiple platforms of communication for our community such as School Fusion website, Facebook, newsletters, notes, marquee, Coder Connection, Parent Portal and Parentlink phone calls. Step by step guides have been provided on the school website as a training resource for parents.	Campus staff Administrators Webmaster	IT Department Campus Website Federal & State Local funds	Aug 2013 – July 2014	Training guides Web status	Increased utilization of a variety of communication methods. Parent feedback Parent survey	PI PD
3.2 Coder Elementary will provide multiple programs for parent and community volunteer involvement including Family Event Nights, School Volunteers, PTO, Watchdogs, and Special Programs.	Campus staff Administrators	Campus Staff SHAC State & local funds Watch Dogs PTO Parent Volunteers	Monthly 2013 – 2014	Sign in sheets. Campus calendars of events	Increased parental involvement at the campus level Community feedback Parent survey	PI
3.3 Coder Elementary will create additional opportunities for parents and community members to be involved in academic ventures.	Campus staff Administrators	Chamber of Commerce Mentorship Program Community Business Partners Local funds	Aug 2013 July 2014	Calendar of events.	Sign-in sheet News release Parent survey	PI
3.4 Coder Elementary will continue to build positive relationships with parent and school organizations by providing meaningful opportunities to participate in school events and academic forums. We will continue to build positive relationships through Advocats, Center of Hope, and PTO.	Campus staff Administrators	PTO SHAC Local funds Watchdogs Parent volunteers	Aug 2013 – July 2014	Parent surveys	Sign-in sheets Increased results for parent survey	PI

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

**Priority #4 Human Resources – Coder Elementary shall recruit, hire, train, and retain a highly qualified staff.
District**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Coder Elementary will maintain 100% fully certified and highly qualified staff.	District/Campus Administration	Local funds Federal funds	August 2013 June 2014	Principal Attestation Report HQ District & Campus Reports	HQ District/Campus reports. Personnel records	HQ CAN R/R AYP
4.2 Coder Elementary will follow a consistent structure of meaningful professional development for staff.	District/Campus Administration. Mentor Teachers	Local funds Federal funds	Annual August orientation Follow-up meetings in Nov. Feb. April	Calendar of Events. Sign in sheets. Payments to mentors Agendas Visioning Document Attributes	New Teacher Survey Results. Professional Progress Results. Teacher turnover rate. Exit surveys	CNA PD R/R
4.3 Coder Elementary will continue to develop future leaders through professional learning communities at the campus level.	District/Campus Administration	Title I (\$1340) & II (\$5816) IDEA funding Local funds	August 2013 - June 2014	Professional Development Calendar, sign in sheets. Agendas, evaluations	Online Staff Development. Evaluations	PD R/R
4.4 Coder Elementary, based on Comprehensive Needs Assessment will focus on 4 main areas for instructional strategy focus for the school year which includes Curriculum Alignment/Critical Thinking through the use of Thinking Maps/Writer's Workshop, and Writing across content areas/Fundamental 5 Strategies	Campus staff Administrators	Title I (\$1340) & II (\$5816)	August 2013 June 2014	Professional Development Calendar, sign in sheets. Agendas, evaluations, lesson plans	Evaluations	

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS = Reform Strategies, HQ – Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS – Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #5 Financial/Facilities – Coder Elementary shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Coder Elementary will continue to utilize a conservative approach to financial management in order to maintain and strategically manage campus finances.	Administrators	Campus Staff Coder Campus Planning Committee PTO Fundraising Opportunities	Aug 2013 July 2014	Annual audits	Campus Budget balance	CNA C
5.2 Coder Elementary will utilize Eduphoria along with maintenance and janitorial staff to maintain the integrity of the facility.	Administrators Safety Committee	Campus staff Administrators Faulk Company Maintenance Eduphoria	Aug 2013 July 2014	Small group Safety Academics	Integrity of the facility including cleanliness and maintenance	PI

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #6 Continuous Improvement – Coder Elementary shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Coder Elementary will annually evaluate the effectiveness of campus programs. (i.e. instructional, co-curricular programs, technology)	Campus Staff Administrators	Campus Data IT Department UIL Coaches Learning Walk Through	Aug 2013 – July 2014	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans Learning Walk Through	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Coder Elementary will utilize technology to improve and automate internal systems.	Campus Administrators	IT Department Program Directors Auxiliary Services	Aug 2013 July 2014	AESOP Eduphoria Parent Portal Employee Access System	Increase ease of access to real time information.	CNA PD

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing



Campus Plan 2013-2014

McCall Elementary

Aledo Independent School District

Site Based Decision Making Team

Stacey Utley	Kindergarten
Susan Wilson	First Grade
Carrie Young	Second Grade
Lesha Manis	Third Grade
Andrea Ferreira	Fourth Grade
Kortnye Victory	Fifth Grade
Allison Hanson	Special Education
Jonna Young	Specialist Support Staff
Julie Choate	Assistant Principal
Jason Beaty	Principal
Jeanne Crutsinger	Parent Business Representative
Jennifer McDowell	Parent
Stacey Peacock	Community Member
Justin Lislie	Business Representative

Mission Statement

The Mission of McCall Elementary School is to
provide each a safe, positive, and nurturing
environment where students, staff, and parents work
together to embrace life-long learning

Motto

What Begins Here Changes the World

McCall Elementary

Comprehensive Needs Assessment

At McCall Elementary School, we are a Title I School Wide Program. The following monies are the allotted Federal State funds for the 2013-2014 school year.

<u>Funding Source</u>	<u>Amount</u>
Title I, Part A (Campus)	\$1340.00
Title II, Part A (Campus)	\$6345.00
Title III (District)	\$12938.00

Title I, Part A

Intended purpose is to enable all children to meet the state student performance standards, and the intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.

Title II, Part A

Intended purpose is to increase student academic achievement through improving teacher and principal quality. The intended beneficiaries are teachers, principals, assistant principals, and other as appropriate to the program's intent.

Title III, Part A

Intended purpose is to provide supplemental resources to help LEP children attain English proficiency in core academic subjects. Intended beneficiaries are LEP students, including immigrant children and youth.

Demographic Narrative

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

McCall Elementary (184907104) is a Kindergarten – 5th Grade campus in the Aledo Independent School District and is physically located in the community and city limits of Willow Park, Texas at 400 Scenic Trail. There are currently 24 classroom teachers, including 2 special education functional academics teacher, 7 professional support teachers (music, physical education, science lab, content mastery resource, literacy & math (2 teachers job sharing), librarian, computer lab), 1 principal, 1 assistant principal, 1 counselor, 1 nurse, 1 diagnostician, 1 speech teacher, 1 GT teacher (shared between multiple campuses), 1 ESL teacher, 6 paraprofessionals (4 are special education), 1 PEIMS clerk, and 1 secretary / receptionist. The average years of experience for professional staff is 10.2 years with 5.2 being in the Aledo I.S.D..

McCall has a total enrollment of 519 (10/9/2013) students currently. The student population is ethnically represented by 1% African American, 18.9% Hispanic, 75.9% White, less than 1% Asian Pacific Islander, and less than 1% of the students Native American. 18% of the student population is economically disadvantaged, 6.1% are Limited English Proficiency (LEP), and 24.5% are identified as at risk. 4% of our students qualify for English as a Second Language (ESL) instruction, 3% qualify for the Gifted and Talented (GT) program, and 7% have been identified as Special Education (SPED).

Strengths:
The changing and mobile populations of McCall are supported not only through the academic instructional dedication of teachers but also the social support provided through various community organizations and extracurricular opportunities after school.

Needs:
Continued professional development for all staff in recognizing and meeting the social, emotional, and academic needs of all learners.

School Context and Organization Narrative

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

MSBDM reviewed and discussed school profile questions as related and presented from the SEDL to help guide the focus and direct the strengths and areas of concern for McCall. The committee also used the surveys provided in May 2013 to staff and parents both from the district and the campus to help with further identification of teaching satisfaction, collaboration, instructional focuses, campus goals, parent involvement, technology needs, and school and campus climate. The committee reviewed benchmarks and assessments and made recommendations as identified in the student needs and instructional areas of the comprehensive Needs Assessment (CNA).

MSBDM reviewed the participation ratio of staff and parents with regards to surveys and discussed the importance of participation in these opportunities. The committee reviewed the MSBDM required meeting dates of four times during the year. The committee also discussed the use of unplanned meetings that may need to be called. It was agreed that as much notice as possible should be given for these meetings.

Each school year the principal with the assistance of the MSBDM will develop, review, and revise the campus improvement plan described in the Texas Education Code for the purpose of improving student performance.

Strengths:

McCall has a unified staff that works well together to meet the needs of all students. The cross grade level support with resources, time, and materials for student success both socially and academically is very strong.

Needs:

Continued support in meeting the needs of all students and providing the support necessary for students to be successful. Understanding that we must always look at ways to improve our campus and be open to new ideas and learning. Continued focus on vertical and horizontal instructional alignment.

Student Achievement Narrative

Student Achievement data refers to the annual and longitudinal reviews from various sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

McCall Elementary Met the state accountability requirements. The accountability rating for the campus was based on student performance on State Assessment in reading, writing, math, and science. Student groups included in accountability were All Students, Hispanic (reading, math), White, and Economically Disadvantage (reading, math). Student group performance by content area tested were:

McCall Elementary teachers continue to use formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet the needs of the diverse learners in our school

Identified areas of improvement include aligning all instructional goals and state standards. Through the use of Thinking Maps and writing across the content areas we will continue to raise the level of critical thinking necessary for all students to be successful. The implementation of high yield instructional strategies through the Fundamental 5 will also help with the alignment and rigor of our instructional practices.

Strengths:

Student achievement is improving and teachers continue to adjust teaching styles and methods to reach all student populations. Our All students groups in STAR EARLY LITERACY, State Assessment, and DRA continue to be consistent.

Needs:

Increased student achievement in all academic areas for our student groups, especially economically disadvantaged and Hispanic, on State Assessment, STAR EARLY LITERACY, and DRA. To increase the percentage of students attaining level 3 performance on STAAR state assessment to above 70% in all tested areas with all student groups. Provide staff development focusing on writing across the curriculum, Thinking Maps, Fundamental 5, and mathematics alignment.

Curriculum, Instruction & Assessment Narrative

The curriculum/curricula collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards.

The MSBDM reviewed State Assessment data for all students as well as the student groups including Special Education, Hispanic, and Economically Disadvantaged for grades 3 -5. The campus principal also visited with 3rd -5th grade teachers to disaggregate this data on August 22. The MSBDM committee also reviewed the STAR EARLY LITERACY data as well as the end of the year DRA data for all K-2nd grade students. The campus principal disaggregated this data with K-2nd grade teachers on August 19. This committee also reviewed the results of the 2nd grade students that are currently 3rd grade students performance in reading with a presentation of DRA levels and STAR EARLY LITERACY results. The campus principal shared this information with current 3rd grade teachers on August 22. The committee also reviewed student achievement data from the following secondary resources, STAR Reading + Math and SuccessMaker.

The MSBDM reviewed staff and student attendance data, total number of discipline referrals on campus and from transportation, retentions (not including parent request), Special Education referrals and those that Did Not Qualify (DNQ), the number of students referred to the RtI Committee and the number of 504 students served.

Students' needs are also reviewed throughout the year during weekly grade level curriculum meetings. Each team reported that these are scheduled for Wednesdays and are reviewed by the campus administration based on the agendas required to be submitted by team communicators at the end of each week. The campus administration also meets with each grade level + teams once a six weeks to discuss student needs and curriculum alignment.

Students in grades K-2 reading needs are assessed with STAR EARLY LITERACY three times per year (Beginning, Middle, and End of the year). These students are also assessed three times per year on their reading needs with the DRA. The STAR EARLY LITERACY and DRA levels are reported to parents through letters, conferences and report cards after each assessment is completed. The information is also disaggregated with campus administrators as well as the Literacy and Math specialist (L&M).

Students in grades 3-5 reading, math, science, and writing needs were assessed one time in February and March 2013.

Students' needs were also discussed with parents on an as needed basis through parent teacher conferences.

McCall Elementary hosted a Kindergarten roundup April 8-12. Parents were required during this open registration time to sign the student up for a kindergarten screening with the counselor using the Phelps Kindergarten Screening assessment. The results from these screenings were then used by campus administration to determine readiness and for balancing classroom placements. This data was then shared with kindergarten teachers August 23, 2013 for their review.

Strengths:

Continued grade level support of instructional ideas, teaching opportunities and sharing of resources.

Needs:

To close gaps between student group assessment performances and all students. Increase percentage of students achieving level 3 performance recognition on state assessments. Mathematics curriculum alignment and writing across the curriculum.

School Culture & Climate Narrative

School Culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

MSBDM reviewed surveys from both parents and teachers as well as minutes and agendas from previous years Principal Chats (6 weeks meetings held by principal and assistant principal with 2 grade level student reps) and this data, along with parent and visitor informal feedback indicated that McCall has a very strong and positive climate and culture for parents, students, staff, and visitors.

Strengths:

The students, staff, parents, and visitors feel welcome and a part of the campus from the moment they walk in the building. All groups are provided opportunities to be an instrumental part of the campus. Visitors feel as they are members of the McCall family and they are a welcomed addition to the McCall family through these opportunities to actively participate in the continued growth of the campus.

Needs:

The MSBDM believes that the campus needs to continue to provide ongoing opportunities in decision making and activities for all groups to have a voice in the direction of the campus.

Technology Narrative

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

MSBDM reviewed and discussed technology inventory for the campus available for staff and students. Each professional staff member has a laptop and every classroom has a document camera, projector, SMART Board, 4 student computers, and a multi-media cart. The campus has 2 stationary laptop labs with 25 student laptops in each lab for a total of 50 student laptops. There is also one distance learning cart that may be checked-out through the library as well. Our librarian is the resource person for scheduling distance learning experiences that follow grade level TEKS and scope and sequences. Each grade level as well as the library, computer lab, and science lab have one set of 25 Student Response Systems (clickers). McCall has a computer lab that uses NCS Pearsons SuccessMaker computer assisted instruction program that is web based. In the lab there are 30 student computers. The library has 12 student stations that may be used for research and student projects as well as library check-out.

Other technology resources available include:

- 🐾 ID Badge Door Access
- 🐾 Security Cameras
- 🐾 Raptor System
- 🐾 Parent Link
- 🐾 Parent Portal
- 🐾 McCall Shared Drive (staff network drive)
- 🐾 McCall Shared Campus Calendar
- 🐾 McCall Technology Committee
- 🐾 iPads & iPods

The MSBDM committee made recommendations for continued staff development for using technology equipment and materials already present at McCall. The committee believes that after reviewing the STAR Chart campus surveys, as well as the district and campus developed teacher surveys that the equipment and materials currently meet the technology needs of the campus, but staff development is still needed. The committee also recommended the continued development of the technology committee with a focus of creating a campus technology improvement plan that is aligned with the district's current technology plan.

Strengths:

Access to equipment, materials, and software.

Needs:

Development of Technology Campus Plan and continued staff development.

Family & Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

MSBDM reviewed the support that the campus gives to Advocats and Center of Hope through teacher private membership, coin drives, and donations made. It was also discussed the importance of these two organizations as a part of the support network for our families in need, along with local churches. The building principal is the primary contact for reps for the above mentioned organizations, as well as the point of contact for families in need of assistance.

MSBDM reviewed the data collected by parent and staff surveys and used the information collected from the staff surveys provided by the district as well as the campus to help guide the needs of all five areas of the comprehensive needs assessment. The committee also used the staff survey created

by the campus administration to help determine the quality, strengths and areas of concern for communication, school and community relationships, academic progress, student and staff recognition, safety, instruction, student behavior, and comments suggestions.

MSBDM reviewed the multiple methods and effectiveness of communication that McCall provides to our parents including:

- 🐾 Sending home via student
- 🐾 Mail
- 🐾 Parent Link Messages
- 🐾 Digital Marquee at the front of the building
- 🐾 Email
- 🐾 Campus Website *schoolfusion*
- 🐾 6 Weeks Campus Newsletter
- 🐾 Classroom Newsletter
- 🐾 Classroom Websites *schoolfusion*
- 🐾 Parent Information Center Inside Campus
- 🐾 Parent Portal (grades and attendance)

Parents are provided with many opportunities to become active participants in their child's education at McCall including

- 🐾 Meet the Teacher *August 22, 2013*
- 🐾 Curriculum Night *September 5, 2013*
- 🐾 WatchDog Kick off & Pizza Party for dads and students *September 9, 2013*
- 🐾 WatchDog Program
- 🐾 Father Daughter Dance *Saturday, March 22, 2014*
- 🐾 Mother Son PuttPutt Golf Tournament *May 9, 2014*
- 🐾 Muffins with Mom *May 2014*
- 🐾 Date with Dad *September 20, 2013*
- 🐾 Book Fair *October 28 - November 1, 2013 & Spring 2014*
- 🐾 Kindergarten Round-Up *Spring 2014*
- 🐾 Volunteer Appreciation Breakfast *May 2014*
- 🐾 Parent Reps on School Health Advisory Committee (SHAC)
- 🐾 Parent Reps on District Wide Educational Improvement Committee (DWEIC)
- 🐾 McCall Runners' Club *March 2014*
- 🐾 Student Council Service Projects *each 6 weeks*
- 🐾 PTO Food Drive *October 2013*
- 🐾 Aledo PTO
- 🐾 Grandparents Day Luncheon *September 13, 2013*

Strengths:

Outside school hours family involvement opportunities and WATCH Dog program

Needs:

Continued growth of WATCH Dog program and the increased involvement and participation of student groups especially economically disadvantaged and Hispanic students. Provide parenting information classes with relation to education topics.

Staff Quality, Recruitment & Retention Narrative

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

MSBDM reviewed the Highly Qualified components and requirements of No Child Left Behind (NCLB) for teaching staff and paraprofessionals and reviewed the requirement of maintaining 100% compliance.

MSBDM reviewed that 100% of teachers and staff members will attend district-wide staff development along with campus staff developments.

The committee reviewed the requirements that all new McCall teaching staff will participate in the district wide Aledo Writing Process, STAR EARLY LITERACY training Balanced Literacy training (kindergarten – second grade new teachers) and Reading Academies (kindergarten – 5th grades). New teachers are also required to have a campus mentor for 2 years. The mentor program uses the Texas Beginning Educator Support System (TBESS) model.

MSBDM reviewed the requirements that all teaching staff obtain their ESL certification and participate in Capturing Kids Hearts training.

The committee recommended staff training for STAR Reading, Math, and Early Literacy and how to use these school wide components as progress based monitoring tools (PBM). Balanced Literacy, Guided Reading, Literacy Center components for K-2, and state assessment training.

MSBDM reviewed district requirements for ARD Accommodations Manual training and State Assessment Security testing for all staff. State Assessment Monitoring training for all staff giving a State Assessment test and TELPAS training for all teachers with ESL students who have not received prior training.

MSBDM reviewed staff development needs based on survey responses from staff members both from the district survey as well as the campus survey. The committee also made recommendations for training in supplemental math strategies that could be implemented with the district adopted SAXON Math program as well as training in vocabulary understanding across the curriculum for ESL, Hispanic, Special Education, and Economically Disadvantaged student, state assessment training.

Strengths:

The staff at McCall, both professional and para professional, are 100% highly qualified. The mentor program and staff development opportunities that are provided are also strengths.

Needs:

Continued support of new teachers and mentor teachers during the first few years of being hired. Providing teachers with continued RtI staff development and support to help with students who are having problems with behaviors and academics. Staff development for curriculum alignment and state assessment requirements and expectations.

2012-2013 McCall Campus Plan

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 McCall Elementary will align all core curriculum (Math, Language Arts, Science, Social Studies). This alignment will reflect rigor and maximize student success through vertical and horizontal teaming.	Campus staff Administrators, Campus Specialists	Eduphoria, Success Maker, Teacher Created Materials, Scope and Sequence, District and Campus Staff Development, Istation, Thinkthrough Math, Title I (\$1340) & II (\$6345)	August 2013- June 2014 (as data becomes available)	Lesson Plans, Scope and Sequence, ELPS, Benchmarks	STAAR Results, STAR Early Literacy Data, DRA Data, AYP Results, AEIS Report, Lesson Plans, Istation Reports, Thinkthrough Math Reports, School Report Card, Learning Walks and PDAS Walk Throughs	PD CNA A C
1.2 McCall Elementary will offer courses aligned to local policy and state regulations with a rigorous curriculum and will be implemented with instructional strategies to meet students' needs and prepare them to be successful in a competitive global society using resources such as Thinking Maps, Success Maker, Accelerated Reading, Stem Scopes, Capturing Kids Hearts, Istation Reading, and Think Through Math.	Campus staff Administrators	HQ Staff, Technology, Campus Professional Development Title I (\$1340) & II (\$6345)	August 2013- June 2014	Master Schedule, Grade Level Meetings, STAAR Results, AEIS Report	STAAR Results, STAR Early Literacy Data, DRA Data, AYP Results, School Report Card	A, CNA HQ
1.3 McCall Elementary will identify and implement an appropriate set of effective instructional strategies including Thinking Maps, while integrating existing technology including Idevices, laptop labs, and distance learning equipment.	Campus staff Administrators	Instructional Technology, Professional Development Title I (\$1340) & II (\$6345)	August 2013- June 2014	Student Data Lesson plans, Professional Development	PDAS, Sign in sheets & agendas, STAR Chart	PD C CNA
1.4 McCall Elementary will provide a variety of co-curricular activities in the areas of fine arts, student leadership, UHL, and physical activity, for enrichment with a high level of student participation.	Campus staff Administrators	Campus staff Administrators,	August 2013- June 2014	Enrollment numbers in activities	Increased Enrollment Rosters	PI C A
1.5 McCall Elementary will provide differentiated lessons to meet the diverse learning needs of all learners such as , ESL, Gifted and Talented, RtI, 504, Dyslexia (MTA), Special Education, Intervention Sub Groups	Campus staff Administrators	GT Specialists, SE Team, ESL, 504, RTI Team, Literacy Teachers, Title I (\$1340) & II (\$6345)	August 2013- June 2014	RTI Documents, GT Differentiation Forms, Progress Monitoring Data, ARD Minutes, 504 Minutes, Dyslexia Service Log	AYP Reports, STAAR Results, TELPAS Results, RTI Documentation, Classroom Performance, Report Cards, Distinction Designation, SPED, 504, and GT Annual Reports, STAR Early Literacy Data, DRA Data	CNA HQ PD A

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R/R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: AEIS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.6 McCall Elementary will identify and implement remediation strategies and programs for all Kindergarten, First grade, and Second Grade students that are reading performing below grade level in reading	Campus staff Administrators	STAR Early Literacy, Success Maker Lab, Literacy and Math Classroom, Istation Reading, Think Through Math	August 2013- June 2014	DRA Data Reports, Star Early Literacy Reports, RTI Committee Minutes, ARD Conference Minutes, 504 Committee Minutes	Report Card Grades, Success Maker Reports, STAR Early Literacy Results, Literacy and Math Classroom Performance Based Monitoring Reports, Istation Reading Reports, Think Through Math Reports	V CNA M C
1.7 McCall Elementary will identify and implement remediation strategies and programs for Third Grade, Fourth Grade, and Fifth Grade students performing below grade level in reading, writing, math, and science.	Campus staff Administrators	Success Maker Lab, Science Lab, STAAR Benchmarks, Istation Reading, Think Through Math	August 2013- June 2014	Success Maker Rosters, RTI Committee Minutes, ARD Conference Minutes, 504 Committee Minutes	Report Card Grades, Success Maker Reports, STAAR Results, AYP reports, Tutorial Logs, Istation Reading Reports, Think Through Math Reports	V CNA M C
1.8 McCall Elementary will ensure ESL students make a year's growth or better on the TELPAS Listening, Speaking, Reading and Writing.	Campus staff Administrators, Campus ESL Teachers	Teacher Created Materials, ELPS, TEKS, Success Maker, Istation Reading	August 2013- June 2014	ESL Pullout Teachers Log, Lesson Plans (ELPS)	TELPAS Score Results, School Report Card Grades, STAAR Results, Istation Reading Reports	CNA HQ PD A
1.9 McCall Elementary will ensure compliance for all Special Ed Students in the areas of pre-referral process, related services, eligibility, re-evaluation, least restrictive environment, teacher notification of modifications.	Campus staff Administrators Diagnostician, Special Education Staff	Grade Level Curriculum, Teacher Scaffold Materials, IEP	August 2013- June 2014	ARD Minutes, Implementation of ARD Modification, Lesson Plans	Annual ARD	CNA M C T A

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, RR – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: AELS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #2: Safety – The District will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 McCall Elementary will evaluate and update emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	Campus staff Campus Emergency Response Team, CISM Team Administrators Campus Improvement Committee	MSD Police Local First Responders Edwards Risk Management RFM 4, Orange Emergency Folder	June 2013 July 2014	Written plan for campus Documentation of Drills, Orange Emergency Folders in Every Room	Appropriate response if emergency occurs	CNA
2.2 McCall Elementary will establish procedures for students and staff to report and respond to safety needs and concerns.	Campus staff Administrators Campus Improvement Committee, Campus Emergency Response Team, CISM Team	MSD Police SHAC TASB resources Edwards Risk Management.	June 2013 – July 2014	Written plans on website, Student teacher handbooks	Teacher, Parent Survey Results	CNA
2.3 McCall Elementary will ensure compliance with all governmental safety regulations.	Campus Administrators	MSD Police Maintenance TASB Resources Edwards Risk Management	August 2013 – July 2014	Written documentation demonstrating compliance	building and procedures will meet regulations	CNA
2.4 McCall Elementary will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus District staff & Administrators Campus Improvement Committee	PEIMS data MSD Central Administration	March 2014 – August 2014	Discipline data from PEIMS	Decreased discipline issues	CNA
2.5 McCall Elementary will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and include a safety awareness month to practice safety protocols.	Campus District Administration, Maintenance Operations, Technology, Transportation, Child Nutrition	SHAC Title II (+ \$6345) Local funds MSD Police Edwards Risk Management	August 2013- June 2014 National Digital Citizenship Week Red Ribbon Week	District-Campus Calendar of Events, Campus, Drill documentation, Professional Development Sign-In Sheets	Lesson Plans for Red Ribbon & National Digital Citizenship Week Participation & CATCH	CNA PD

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R/R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: AEIS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LALT – Linguistically Accommodated Testing

District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Aledo ISD.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 McCall Elementary will provide multiple platforms of communication for our community such as School Fusion website, Facebook, newsletters, notes, marquee, Parent Portal and Parent Link phone calls. Step by step guides have been provided on the school website as a training resource for parents.	Campus staff Administrators Webmaster	IT Department Campus Website Federal & State Local funds	Aug 2013 – July 2014	Copies of information. McCall Campus Calendar	Increased utilization of communication methods. Parent survey	PI PD
3.2 McCall Elementary will provide multiple programs for parent and community volunteer involvement including Family Event Nights, School Volunteers, PTO, Watchdogs, Date with Dad (kinder), Muffins with Mom (kinder), Grandparents' Day Luncheon, and Special Programs.	Campus staff Administrators	Campus Staff SHAC State & local funds Watch Dogs PTO Parent Volunteers	Aug 2013 – July 2014	Sign in sheets, McCall Campus Calendar	Increased parental involvement at the campus level Community feedback Parent survey	PI
3.3 McCall Elementary will solicit community participation in academic endeavors.	Campus staff Administrators	Chamber of Commerce AdvoCats Community Business Partners Local funds	Aug 2013– July 2014	McCall Campus Calendar	Sign-in sheet News release Parent survey	PI
3.4 McCall Elementary will continue to build positive relationships with parent and school organizations by providing meaningful opportunities to participate in school events and academic forums.	Campus staff Administrators	PTO SHAC Local funds Watchdogs Parent volunteers	Aug 2013 – July 2014	Parent surveys	Sign-in sheets Increased results for parent survey	PI

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R/R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: AIES – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #4 Human Resources – The District shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 McCall Elementary will maintain 100% fully certified and highly qualified staff.	District Campus Administration	Local funds Federal funds High School allotment	Aug 2013 – July 2014	Principal Attestation Report HQ District & Campus Reports	HQ District Campus reports. Personnel records	HQ CNA R/R AYP
4.2 McCall Elementary will follow a consistent structure of professional development for all employees which includes a revised, new teacher mentor program.	District Campus Administration. Mentor Teachers	Local funds Federal funds	Aug., Nov., Feb. April	Calendar of Events. Sign in sheets. Payments to mentors Agendas	New Teacher Survey Results. Professional Progress Results. Teacher turnover rate. Exit surveys	CNA PD R/R
4.3 McCall Elementary will continue to develop future leaders through professional learning communities at the campus level.	District Campus Administration	Title I (\$1340) & II (\$6345) III (\$12938 district) IDEA funding Local funds	Aug 2013 – July 2014	Professional Development Calendar, sign in sheets. Agendas, evaluations	Online Staff Development. Evaluations	PD R/R
4.4 McCall Elementary will report annually to parents and community the status of McCall and HQ staff.	District Campus Administration	Local Funds	Sept. 2013	NCLB Notification Letter	Principals' Attestation. NCLB Compliance Report	HQ
4.5 McCall Elementary will ensure that appropriate staff members are trained in PDAS, TBSE, RFL, Aledo Writing, TEKS Instruction, TELPAS Certification, ESL Certification, STAR Early Literacy, DRA-504, Homeless/Migrant, Dyslexia, CPI, Thinking Maps, Texas Reading Academics, GT, and Technology	Campus Administrators	Title I (\$1340) & II (\$6345) Funds. Local Funds	Aug 2013 – July 2014	Professional Development Records	Teacher Evaluations. Teacher Professional Development Certificates	CNA PD A HQ

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R/R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: AELS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #5 Financial/Facilities – The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 McCall Elementary will continue to utilize a conservative approach to financial management in order to maintain and strategically manage campus finances in light of the uncertain state funding climate.	Campus Administrators	Campus Staff, Campus Administrators, McCall Campus Improvement Committee, PTO Fundraising Opportunities	Aug 2013 – July 2014	Annual audits and Business Office CFO campus meetings, Campus Improvement Committee Minutes	Campus Budget and Programs Provided	CNA C
5.2 McCall Elementary will continue to provide a safe and secure campus environment through implementing school wide procedures for common areas.	Campus Administrators Campus Improvement Committee	School Wide Rules, Student Code of Conduct, Student Handbook	Aug 2013 – July 2014	Parent and Teacher Surveys	Student conduct grade discipline referral data	PI

District Priority #6 Continuous Improvement – The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

1 of 1

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 McCall Elementary will annually evaluate the effectiveness of campus programs. (i.e. instructional, co-curricular programs, technology integration)	Campus staff Administrators	Campus Data IT Department UH Coaches Dana Center Walk Through	Aug 2013 – July 2014	Teacher and Parent Surveys Improvement Plans Dana Center Walk Through	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 McCall Elementary will utilize technology to improve and automate internal systems.	Campus District Administrators	IT Department Program Directors Auxiliary Services	Aug 2013 – July 2014	AESOP Eduphoria Parent Portal Employee Access System	Increase access to information, Parent & Teacher Surveys	CNA PD
6.3 McCall Elementary will evaluate annual parent satisfaction surveys.	Campus staff Administrators	Program Directors, IT Department, Program Directors, Auxiliary Services	Aug 2013 – July 2014	Survey Review with Campus Improvement Committee Minutes Survey Submission	Faculty Meeting Agendas to Review Results to Implement Improvement	PI

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R-R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: MEIS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMIAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan,

SEVAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

*Willard Ross Stuard
Elementary School*



*Campus Improvement Plan
2013-2014*

Campus Improvement Committee (CIC) Members

Stephanie Adams

Kyra Anderson

Randy Chunn

Kelly Crain

Patti Faulkner

Maggie Lozano

Kathy Morehead

Ron Shelton

Susan Simpson

Heather Stark

Zan Thorp

Casi Watson

Parent Representatives

Chris Taylor

Jennifer Taylor

Business Representatives

Brent Gough

David Nance

Community Representatives

Brooke Griffith

Jennifer DeBree

**Stuard Elementary School
Comprehensive Needs Assessment
2013-2014 School Year**

Demographics

Narrative: Stuard Elementary is a campus serving K through 5th grades. There are 50 staff members: 35 teachers, 6 professional support, 2 campus administrators and 7 educational aides.

Our campus is 91.1% White, 5.5% Hispanic, 0.5% African American, 0.4% American Indian and 0.9% Asian/Pac. Islander. There are 7.0% of our students receiving Special Education services and 7.0% of our students are served in the Gifted and Talented program. The attendance rate is 96.6%.

1. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

Strengths: The student population has been consistent in comparison data for the past three years. The mobility rate is below the state average.

Needs: Although there is not a large shift in our demographics, our student needs are changing. They are not the same type of students that the school has had in years past. Student diversity is increasing slightly each year and we must be prepared to meet the needs of all students.

Note: Stuard Elementary is not a Title I school wide or targeted assisted campus. The last column "Title SC" is included on each page of the plan to denote NCLB categories for other Title funds (II and III).

School Context & Organization

Narrative: *Stuard elementary is one of 4 elementary schools in Aledo ISD.*

In addition to receiving state and local funds, Stuard receives Title II and Title III Federal Funds.

School decision making is a coordinated effort of a site based Campus Improvement Committee (CIC) consisting of teachers, a teaching assistant, campus administrators, business representatives, community representatives and parent representatives.

Stuard has, for the most part, remained constant for the past three years. There is a need for differentiated instruction (small groups) in reading and math. We are able to meet that need through our Literacy teacher, Response to Intervention (RtI), SuccessMaker and small group instruction. We are continually analyzing student data to ensure that all student needs are met through individualized instruction or small group instruction. This has been in the form of reorganization of schedules, grade level meetings, RtI meetings and training in balanced literacy.

Strengths: *Our school works well as a team. When there is a student or teacher need, other staff members are quick to offer help and resources. Staff members have been open to the changes that have been made in the best interest of student success.*

Needs: *We must remain open to change and be able to adapt to the changing student needs. We must be vigilant in assessing our student needs and making any changes necessary to our scheduling to accommodate their increasingly diverse needs.*

Student Achievement

Narrative: Student achievement has been consistent. Students score well on STAAR tests in Reading, Math, Writing and Science.

Strengths: Student achievement is consistent in all grade levels (STAAR and Star Early Literacy). Teachers are able to meet the academic needs of the students while pushing them to excel into Level III Advanced scores on STAAR. This is a school-wide effort from Kindergarten to Fifth grade, from Computer Lab to Science Lab, from PE to Library and from the Office to the Cafeteria.

Needs: Student academic needs are changing slightly. We are encountering students who are struggling in reading and math at the lower grades and need differentiated and small group instruction in the classroom. Although we are meeting many student needs, we need to be sure that we've considered all least restrictive placements through the Literacy Teacher and RtI before we make the move to Special Education referrals. As more data becomes available, we will need to see how the STAAR test information dictates our student and teacher needs.

Curriculum, Instruction & Assessment

Narrative: The curriculum, instruction and assessment are strengths at our campus. Instruction and assessment are aligned. There are many conversations about curriculum at Stuard which lead to the sharing of many instructional techniques that can benefit all students. Successes on state assessments are evidence to our aligned curriculum and consistent instruction in the classrooms. AISD is working toward full district alignment.

Strengths: Sharing of ideas, team planning and consistent instruction are all strengths. Success on state mandated assessments and sharing in the education of our students is a definite strength. Parental support is also a major strength in our student and staff success.

Needs: Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. The differences in student abilities from the top of the class to the bottom are becoming larger. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class; this indicates that teachers will need to be more aware of their instructional delivery to better reach all students in a class.

School Culture & Climate

Narrative: *The climate and culture of Stuard Elementary is excellent. There is a sense of professionalism and team when interacting with all staff. Students are empowered to be leaders within themselves as well as within our school. There are many opportunities for students and staff alike to be leaders within the school. This leadership results in a positive, supportive environment for students and parents. Stephen Covey's 7 Habits has played an instrumental role in galvanizing the students, parents and staff to help create the portrait of an Aledo graduate.*

Strengths: *Empowered staff and students, professionalism by the staff, staff team work, parental support and administrative support. Students, parents and staff feel safe at school and are able to focus on learning.*

Needs: *Although the Covey Leadership model has been implemented in its current form at Stuard for the past two years, we will work to ensure school wide buy in from all stakeholders. We will continually reassess how the leadership models fits within our school so that our students can get the most of themselves as individuals. Safety is also a concern that has begun to be addressed through new policies and procedures. The safety issues have also played a part in allowing the teachers to be able to teach as soon as the first bell rings. A district wide Bullying Prevention program that includes various reporting opportunities has been implemented throughout AISD.*

Technology

Narrative: There have been technology upgrades the past two years. The student to computer ratio has been improved upon. There is, approximately, one computer for every 5 students. We also have 20 mini iPads for student use, as well as several iPads made available to students and teachers. There are Smart Boards, short-throw projectors, speakers, document cameras, portable workstations and laptops for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology. Extenda-stations have been placed in every classroom providing more opportunities for students to access technology to enhance their learning.

Strengths: Technology upgrades in every classroom. Appropriate staff development and resources available to all staff. Technology work order system in place to allow for direct teacher assistance in a very short turnaround time. Technology is updated and available daily. Technology and operations work in unison to allow as little downtime as possible for computers and technology equipment.

Needs: As student needs change, access to varied instruction through technology is imperative. We need to be sure that we are keeping up with the technological advances to reach each student and to help all students excel as our society becomes more and more technologically advanced. Software that can enhance and support classroom instruction should be sought out and made available to all students.

Family & Community Involvement

Narrative: *There is a very real sense of community with the Stuard Elementary family. Parents, staff and students all feel a part of the process. Communication has played an instrumental role in keeping everyone on the same page and striving for the same goal. Our families are very important to the educational process as well as to the safety and security of our school.*

Strengths: *Watch D.O.G.S program, procedural changes, Raptor sign in/out system, Volunteer coordinator, PTO, marquee sign and school newsletters all help to make our parents feel a part of the school and the educational process. Parent and staff climate surveys are distributed online and the results are shared with central administration as well as campus staff.*

Needs: *Some of the procedural changes have caused concerns with some parents. Communicating with all stakeholders is paramount in garnering support of the changes. The staff needs to be committed to the changes to help facilitate the new procedures. School wide procedures need to be re-visited regularly at CIC meetings to ensure consistency and relevancy.*

Staff Quality, Recruitment & Retention

Narrative: Stuard Elementary staff members are all considered highly qualified by NCLB standards. Staff development opportunities are offered to help staff meet the identified needs of the students. Staff input is solicited throughout the year to empower all staff to reach their full potential. There are open lines of communication to the administrative staff to make sure the expectations are the same for all students, staff and parents.

Strengths: Professional staff is 100% highly qualified. Various resources are provided to all staff including staff development, department meetings, grade level meetings and administrative meetings. Faculty meetings are scheduled at least once a month, CIC meetings are scheduled once a month and grade levels are required to meet once a week. A sign in sheet, agenda and minutes (SAM) is required at all meetings. There is administrative support of the staff.

Needs: All staff is expected to grow and to be challenged. Administration must be prepared to encourage and coach staff to reach their full potential. A comprehensive research based professional development on differentiated instruction, reaching all students and RtI is needed. Teacher support systems must work together to help retain quality professional staff.

2013-2014 Stuard Elementary Campus Strategic Plan

District Priority #1: Learning – Stuard Elementary will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Stuard Elementary curriculum will have appropriate rigor to maximize student success.	Campus Administration, Campus Staff, Campus Curriculum Team	Eduphoria, Success Maker, Scope & Sequence Year at a Glance Documents, Thinking Maps, Fundamental Five, Learning Walks	2013-2014 school year, changes can be made as data becomes available	STAAR Results, Data Tables, AEIS, AYP Results, Lesson plans, School report card	Comparison of BOY, MOY and EOY reports and objectives annually by sub groups	PD CNA A C
1.2 Stuard Elementary will provide a variety of opportunities such as Art, UIL, TOT team, etc. to meet student needs to prepare them to be successful.	Campus Administration, Campus Staff, Counselor	HQ Campus Staff, Campus Administration	Annual comparison of course and program offerings	Master schedule AEIS Report	Campus Parent Surveys Master Schedule	HQ C
1.3 Stuard Elementary will identify and implement a variety of effective instructional strategies which will include the integration of existing technology by staff and students.	Campus Administration, HQ Campus Staff, Technology Teacher	Instructional Technology, All Classroom and Special Ed staff	August 2013 – June 2014	Rtl Campus documentation, Progress Monitoring Data for Individual Students, Lesson plans, Professional Development	PDAS, Sign in sheets & agendas, STAR Chart, Staff Development sign in sheets	PD C
1.4 Stuard Elementary will provide a variety of extracurricular activities for enrichment such as LEAD team, Runner's club, UIL Meet, Spelling Bee, etc. with a high level of student participation.	Campus Administration, Campus staff	UIL coaches, LEAD sponsors, Runner's Club Sponsors	August 2013 – June 2014	Enrollment numbers in activities (runner's club, Cowtown 5K), Rosters from programs	Increased attendance, academic achievements, UIL Recognition at district level	PI C R/R
1.5 Stuard Elementary will provide support programs to meet the diverse needs of all learners and identified sub populations.	Campus/District Administration, Campus staff	GT Specialists, SE staff, ESL staff, 504, Rtl Team	August 2013 – June 2014	GT Differentiation documentation forms, Rtl Campus documentation, Progress Monitoring Data for Individual Students, Class Rosters	AEIS, AYP, Special Ed, 504, GT annual reports, TELPAS reports, Rtl documentation	C PI HQ

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R/R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #2: Safety – Stuard Elementary will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Stuard Elementary will evaluate and update all emergency communication systems to ensure that all employees and students are prepared in an emergency situation.	AISD Police. Campus Administration. Technology. Maintenance/Operations	AISD Police Local funds Grants Edwards Risk Management REM4ed	June 2013 – July 2014	Written plans for each campus Documentation of Drills through REM4ed Eduphoria	Appropriate response if emergency occurs. REM4ed documentation	CNA
2.2 Stuard Elementary will establish procedures for students and staff to report and respond to safety needs and concerns.	AISD Police. Campus Administration. Campus staff	SHAC Edwards Risk Management. Campus website	June 2013 – July 2014	Campus website. Student/teacher handbooks	Teacher, Parent Survey Results. documentation of use of online reporting	CNA
2.3 Stuard Elementary will ensure compliance with governmental safety regulations.	AISD Police/Maintenance. Campus Administration	AISD Police/Maintenance Edwards Risk Management	August 2013 – July 2014	Written documentation demonstrating compliance	All buildings and procedures will meet regulations	CNA
2.4 Stuard Elementary will conduct a review and revision of the Student Code of Conduct including discipline data for trends each year.	Campus Administration. Campus Imp. Com. (CIC) Campus Staff	TASB Legal Services PEIMS data	March 2014 August 2014	Discipline data for each campus/district in PEIMS. CIC Agenda	Decreased discipline issues	CNA
2.5 Stuard Elementary will provide safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and include a safety awareness month to practice safety protocols.	Campus/District Administration. Maintenance/Operations. Technology. Transportation. Child Nutrition	SHAC Title II funding CATCH Local funds AISD Police Edwards Risk Management	August 2013- June 2014 National Digital Citizenship Week. Red Ribbon Week	District/Campus Calendar of Events. Campus drill documentation	Lesson Plans for Red Ribbon & National Digital Citizenship Week	CNA PD

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention.

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan.

STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Aledo ISD.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Stuard Elementary will utilize various communication opportunities for our community such as Facebook, Twitter, AISD web page, local newspapers, Alert Now and our marquee	Campus Administration Technology Webmaster Communications Officer	IT Department District Website Federal & State Local funds Social Media Sites	Aug 2013 – July 2014	Training dates. Documentation of communication methodology. Web status	Increased utilization of a variety of communication methods. Parent feedback Parent survey	PI PD
3.2 Stuard Elementary will provide various programs for parent and community volunteer involvement such as grade level plays, field day, Teacher Appreciation Day, Watch Dogs, Student Council and Grandparents Day	Campus Administration, Campus Staff	DWEIC SHAC State & local funds Watch Dogs PTO	Monthly 2013 – 2014	Sign in sheets. Campus calendars of events	Increased parental involvement at the campus and district level Community feedback Parent survey	PI
3.3 Stuard Elementary will provide communication forum opportunities and continue to work with the members of the community to gain support for the mission and goals of the campus.	District/Campus Administration	Student Council Community Business Partners Educational Foundation Federal funds Local funds	Aug 2013 July 2014	Documentation of attendance at meetings. Calendar of events. District App. Attendance at Chamber of Commerce meetings and events	Attendance at public meetings Sign-in sheet News release District App Data Parent survey	PI
3.4 Stuard Elementary will build positive relationships with parent and school organizations by supporting PTO monthly meetings, PTO newsletters and AdvoCats.	Campus Administration, Campus Staff	PTO SHAC, DWEIC Local funds	Aug 2013 – July 2014	Parent surveys	Increased results for parent survey	PI

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #4 Human Resources – Stuard Elementary shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Stuard Elementary will maintain 100% fully certified and highly qualified staff throughout the campus.	Campus Administration	Local funds Federal funds	August 2013- June 2015	Principal Attestation Report HQ Campus Reports	HQ District/Campus reports. Personnel records	HQ CAN R/R AYP
4.2 Stuard Elementary will support a consistent structure of professional development for all employees which includes a revised, new teacher mentor program.	Campus Administration. Mentor Teachers	Local funds Federal funds	August 2013- June 2014	Calendar of Events. Sign in sheets. Staff Development Agendas	New Teacher Survey Results. Professional Progress Results. Teacher turnover rate. Exit surveys	CNA PD R/R
4.3 Stuard Elementary will continue to develop future leaders through professional learning communities at the campus level.	District/Campus Administration	Title II, III funding IDEA funding Local funds	August 2013- June 2015	Professional Development Calendar, sign in sheets. Agendas, evaluations	Online Staff Development. Evaluations	PD R/R

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #5 Financial/Facilities – Stuard Elementary shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Stuard Elementary will continue to utilize a conservative approach to financial management in order to maintain and strategically manage campus finances.	Campus Administration	Campus Administration Campus Staff TASB	Aug 2013 – July 2014	Annual audits FAST/FIRST data	Campus fund balance	CNA C
5.2 Stuard Elementary will identify and pursue new revenue opportunities to support academic needs of the campus.	Campus Administration Campus Staff	Educational Foundation DWEIC TASB Chamber of Commerce	Aug 2013 July 2014	Documentation of explored and approved revenue opportunities	Additional revenue opportunities will be available	PI

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #6 Continuous Improvement – Stuard Elementary shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Stuard Elementary will annually evaluate the effectiveness of district programs. (i.e. instructional, extracurricular, technology)	District/Campus Administrators	UIL Coaches/Sponsors	Aug 2013 July 2014	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Stuard Elementary will utilize technology to improve and automate internal systems.	District/Campus Administrators	IT Department Program Directors	Aug 2013 July 2014	School Website, Social Media Sites AESOP Eduphoria Parent Portal	Increase in Automated internal systems Reduce cost of district operations. Increase ease of access to real time information.	CNA PD

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = the State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

A Past to Remember – A Future to Mold

**VANDAGRIFF ELEMENTARY SCHOOL
CAMPUS IMPROVEMENT PLAN**

2013-2014

**JOIN US IN A CELEBRATION OF
LIFE AND LEARNING**

Campus Needs Assessment Team

Deborah Cano	Principal
Laura Creamer	Asst. Principal
Debbie Thornton	Counselor
Joy Powell	Teacher
Jennifer Grimm	Teacher
Judy Ates	Teacher
Johnna Cabeen	Teacher
Amy Davis	Teacher
Julie Van Pelt	Teacher
Marie Reneman	Teacher
Tracy Cottrell	Parent
Becky McGrew	Parent
Dr. Chris Saenz	Parent
Rupa Pachigolla	Parent
Peter Crouser	Community
Chuck Mooney	Business
Jason Jones	Pastor

Vandagriff Faculty and Staff

**Vandagriff Elementary School
Comprehensive Needs Assessment
2013-2014 School Year**

1. Demographics

Narrative:

Vandagriff Elementary School is the oldest of four Aledo ISD elementary schools with separate buildings built in 1939 (gym), the mid 50's (Annex) and mid 60's (main building which doubled in size with an addition in the mid 90's). The combination gives the campus a unique character for its 536 students. Currently the student population is 84% Anglo, 12% Hispanic, and 2 or less percent each for African American, Asian and American Indian. 19% of the students are economically disadvantaged. 6% receive Special Education services, and 4% receive ESL services. The gender mix is 54% female and 46% male. The overall attendance rate for 2012-2013 was 95.8%.

Vandagriff's pupil to teacher ratio is 21.44 to 1. There are 47 faculty members including 25 homeroom teachers.

Vandagriff's motto is "Join Us In A Celebration of Life and Learning." There is a successful balance between academics, the arts, and extracurricular opportunities. We offer Choir, UIL, Student Council, Principal's Council, and Passport Clubs. A positive and supportive community of parents adds to Vandagriff'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 faculty meetings and Campus Education Improvement Committee (CEIC) meetings. The CEIC is comprised of administrators, teachers, parents, community, and business members. Parent and Teacher Climate Surveys are studied as well as enrollment and attendance data, and discipline referrals.

Strengths:

- Student achievement
- Professional development
- Technology integration
- Engaged faculty
- Parent volunteerism

Needs:

- Closing the achievement gap in mathematics
- Closing the achievement gap for economically disadvantaged students
- Closing the achievement gap for Hispanic students
- Improvement in the over-all attendance rate to 97%

2. School Context & Organization

Narrative:

Vandagriff is a K-5 elementary school. Our reputation is a product of tradition and collaboration. The environment is learner-centered, supportive and friendly.

There are 25 homeroom teachers in grades K-5. The Special Education department has 1 full time teacher, 1 part-time teacher, 2½ teacher assistants and one part-time diagnostician. There are 5 ½ specialty teachers: PE, Computer Lab, Music, ESL, Science Specialist, Literacy Coach and two 1/2 time GT teachers. The support staff includes: principal, assistant principal, counselor, nurse, librarian, and two secretaries. The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. The Campus Education Improvement Committee includes parents, business leaders and community representatives along with the administrators and teachers.

Teachers are organized into grade level teams, learning teams, and a Campus Leadership Team. Each grade level has a representative on the Campus Leadership Team which functions as the foundation for school planning, collaboration and site based decision-making. Technology, Beautification, Balanced literacy, Math, U.I.L., Bearcat Response, Passport, and Sunshine committees have been formed to insure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as Trainers of Teachers (TOTs) and members of Response to Intervention (RTI) committees. Fifth grade is the only grade which is completely departmentalized. Third and fourth grades work together in teams of two or three, and all other grades work together collaboratively, but are self-contained. The faculty and staff provide active support for the inclusion of special education students in the regular classrooms.

Vandagriff is supported by an incredibly hard-working and talented Aledo ISD central administration and contracted staff. All of the individuals involved with leadership in Curriculum and Instruction, Professional Development, Assessment, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school to serve students.

Strengths:

- **Committed, and engaged teachers and staff**
- **Learner-centered**
- **Student focus**

Needs:

- **Professional development in support of underperforming student groups**
- **Expand the involvement of fathers on campus**
- **More effective and efficient digital and technology communication avenues**

3. Student Achievement

Narrative:

Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under that new system, Vandagriff was rated at the “Met Standard” level in 2013. We meet Annual Yearly Progress (AYP) goals each year, but the final year of this measure may be a challenge to attain as the standard reaches 100%. High achievement is a result of quality instruction and appropriate/timely intervention through the integration of Response to Intervention (RtI) processes.

Programs are in place to meet the unique and individual needs of students. We have pull-out G/T and ESL classes. Special Education students receive a balance of individual instruction and inclusion. Teachers review student needs with the RtI process and actively implement Tier I interventions. Before, during, and after-school tutorials are provided. Rigorous protection of instruction is supported to insure students have appropriate access to high-level, engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use The Star Early Literacy Assessment and DRA to determine reading levels and literacy needs. A Reading/Math coach provides small group remediation as well as dyslexia services. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science and writing. Tutorials and small group instruction is provided, throughout the year, when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing, and science for economically disadvantaged and Hispanic students.

The faculty and site-based committee use STAAR scores, district Benchmarks, the Star Early Literacy Assessment, and DRA data for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI intervention records.

Strengths:

- High expectations for excellence
- Faculty devoted to learner-center instruction
- Strong student counseling program

Needs:

- Staff development focused on the unique needs of underperforming student groups
- Expand technology training with an emphasis on student use and improving communication
- Close achievement gaps in math for all students

4. Curriculum, Instruction & Assessment

Narrative:

Both curriculum and instruction at Vandagriff are TEKS-based. English Language Proficiency Standards (ELPS) are used along with the TEKS. The curriculum is aligned for scope and sequence by district cadres represented by each school. Curriculum documents are in the process of alignment by the district and will be used as guides in the classroom. Vandagriff teachers are involved in the aligning of the district's curriculum as we are guided by a new accountability and assessment program in Texas. Interventions by support personnel such as the ESL teacher and Literacy/Math Coach are structured for small group instruction and individual progress and success.

A Balanced Math approach is being implemented in K-5 classes. This approach mirrors the Balanced Literacy/Guided Reading model and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental Five initiative. Students are assessed using the STAR Math diagnostic test to determine intervention groups that will be utilized during the math instruction block. A variety of resources are being used to support the mathematics instruction that include but are not limited to AIMS math, Saxon, Study Island, Think Through Math, Adapted Math, and STAAR resources purchased from Pearson.

A Balanced Literacy approach is implemented in K-2 classes. Students are assessed to determine reading level, and work toward progress in fluency and comprehension through small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics is taught with Fountas and Pinnell materials.

Science and Social Studies use instructional strategies which are high-interest, hands-on, and project based. Science curriculum alignment and instructional practices are aligned as evidenced by strong student performance indicators.

Periodic assessments are given to students in grades 3-5 in math, reading, writing and science to determine mastery. The Star Early Literacy Assessment is given three times a year to students in Kindergarten-2nd grade along with at least two DRA assessments. Students needing remediation are grouped for small group or individual instruction.

Teachers and grade level teams collaborate to create lesson plans, and campus instruction reflects the use of the TEKS, district curriculum guides, assessment and research-based intervention.

Strengths:

- Teacher participation in developing and alignment of the district curriculum, scope and sequence
- Assessment results are used to guide and inform instruction
- Integration of FLEKS period to reduce/ eliminate interruptions to instruction

Needs:

- Staff development focused on instructional practices to close learning gaps
- Research-based interventions for struggling students

- Aligned and viable district curriculum scope/ sequence and resources in mathematics

5. School Culture & Climate

Narrative:

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Join Us in a Celebration of Life and Learning.” Our staff is devoted to our students – both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. Teachers work hard to make learning fun and to make students successful. Discipline management has a focus on learning and prevention rather than punishment. There is a strong commitment to stop any form of bullying as soon as it is reported.

Parents are welcomed at Vandagriff. We have a high level of parent volunteerism and support. Parents regularly visit students at lunch time and add to our sense of community. Efforts have been made to expand the involvement of fathers with the continued growth and integration of the Watch Dog Dads program. Increased paternal involvement on campus has been a positive and supportive experience for students, staff and the campus as a whole.

Students and parents report in surveys and informal feedback that they are pleased with the school and feel safe here. The fact we use inclusion of special education students in all facets of our school life is embraced by students and parents. The overall feedback during Meet the Teacher, PTO meetings, Curriculum Night, Open House, and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

During classroom walk-throughs our teachers and students are seen to be engaged in learning, and enjoying the learning environment.

Our students are the “reason why” for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership has become a hallmark of our school, and The Principal’s Council and Student Council have been established on campus. Currently, students are included in leading the pledges and announcements every morning and participate in community service projects through the year, such as food and clothing drives for the Center of Hope – a community aide organization. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

Strengths:

- Warm, friendly school atmosphere
- Safe community and school environment
- Faculty committed to students
- Family involvement in school events

Needs:

- Increase student leadership and service opportunities

- Student input and participation in campus improvement; student surveys
- Expand the Watch D.O.G.S. program to involve more fathers on campus
- Expand the participation of underrepresented parents and families

6. Technology

Narrative:

Technology is one of the greatest assets of the district and campus. Training will continue to be needed for new programs and equipment. Opportunities for the integration of new technology applications and programs is both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Smart Board, and four Extenda student computers. We deployed laptops to dedicated classroom labs, from computer carts, to provide additional computer lab access. Each laptop lab is equipped with 25 laptops, Smart board, and projector. Teachers may also check out Smart Response “clickers” for students to provide immediate recorded responses. Ipads were purchased in 2013, and teachers check out class-sets to provide technology integrated lessons in a variety of settings.

The staff has embraced and integrated the Smart Board technology. All teachers are using Smart Boards effectively. New strategies are shared with colleagues. Teachers record the proficiency level in the State STAR Chart system each year.

School Fusion, the Eduphoria Suite, and improved assessment instruments have been integrated into our campus practice. School Fusion 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. In 2012-13, Vandagriff Elementary piloted the Forethought Lesson Planning application in Eduphoria with four teachers. In 2013-14, all Vandagriff teachers will use the Forethought tool to plan, collaborate, and insure students are provided aligned instruction and learning opportunities.

The current and future technology needs of the school are managed by the Campus Technology Committee. The Vandagriff Technology Committee will guide and direct our campus technology plan, and make decisions regarding the distribution of new technology and program access. The Aledo ISD technology department has been helpful in providing timelines for district installations and service, and therefore they play a key part in the planning for the future.

Strengths:

- Smart Boards and Extenda computers in each classroom
- Utilization of Ipads
- A district committed to increasing technology integration
- Lessons planned with Smart Board interaction
- School Fusion, Eduphoria, and Assessment Programs

Needs:

- Student use and application of technology within instruction
- Training on updates and new technology
- Integrated technology lessons across the curriculum

7. Family & Community Involvement

Narrative:

In recent years, the Vandagriff community has had a relatively stable population, yet this year we grew from 490 students to 536. This is an increase of 46 students, which is close to a 10 % increase in one year. The one constant from year to year is the high level of parent involvement. Parents and other family members sign-in every day for volunteer assignments and are ever-present in cafeteria, on campus, and in work rooms. Parents and relatives fill the cafetorium for each grade level performance and program.

The Watch D.O.G.S. program is active and growing and as a result, fathers are becoming more involved in the daily operations of our school. Many dads have taken on leadership roles within the group. The dads have added an element of safety and security as well as serve as positive male role models for our children, most especially for our neediest students.

The Vandagriff students, faculty, and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. Students, parents and staff also plant flags in the area cemeteries on Memorial Day. This is the fourth year the campus will host and honor our grandparents with a Grand Parents' Day gathering.

PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership team.

Strengths:

- School Fusion website and parent e-mail groups
- Strong family support for our students

Needs:

- Continue to increase the involvement of fathers on campus
- Increase the involvement of underrepresented parents and families
- Increase community involvement on campus
- Expand technology based communication avenues

8. Staff Quality, Recruitment & Retention

Narrative:

Vandagriff Elementary has 42 professional staff members and five paraprofessionals. All of the professional staff is highly qualified.

As a Title I School-Wide Campus, Vandagriff receives funds for staff development from Title I and Title II allotments. Title I funds support training in the core subject areas and assessment. Title II funds are used to support other professional development such as *Capturing Kids' Hearts*, *Balanced Literacy*, *Reading Academy*, *Science and Math* conferences. Teachers may also attend training presented by ESC Region XI and other professional development opportunities which align with and support the Campus Improvement Plan and the district's curriculum scope and sequence.

The Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special ed. staff and TBSI team members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD and Accommodations training and Technology training is taught on a Trainer of Teachers (TOT) basis.

The district offers a wealth of training opportunities in the summer. Professional development offerings include training in Balanced Literacy, Aledo Writing Process, Gifted and Talented education, and Technology applications. Professional Development schedules and records of attendance and completion are used to document staff development.

Strengths:

- 100% highly qualified professional and paraprofessional staff
- Faculty collaboration and learning focus
- District professional development support
- *Capturing Kids' Hearts, Balanced Literacy, Science and Math Conferences, and Reading Academies*

Needs:

- Campus-wide training in support of underperforming student groups
- Expand the number of teachers gaining ESL Certification
- Aligned professional development in support of campus and district goals

2013-2014 Vandagriff Elementary Campus Strategic Plan

District Priority #1: Learning – Vandagriff Elementary will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Vandagriff Elementary will align all curricula and instruction to reflect appropriate rigor and maximize student success to improve both math and writing performance, and close achievement gaps of underperforming student populations.	Campus Administration. Campus Horizontal/Vertical teams	Eduphoria. Success Maker. Scope & Sequence Year at a Glance Documents	2013-2014 school year: as data becomes available	STAAR Results. Data Tables. AEIS. AYP Results. Dana Walk Data. Lesson plans. School report card	Comparison of reports and objectives annually by sub groups	PD CAN A C
1.3 Vandagriff Elementary will identify and implement an appropriate set of effective instructional strategies to support the integration of laptops, Ipads, Smartboards and Responders by staff and students.	Campus Administration. Campus Staff	Instructional Technology. All Classroom and Special Ed staff	August 2013 – June 2014	Rtl Campus documentation. Progress Monitoring Data for Individual Students. Lesson plans. Professional Development	PDAS. Dana Walk data. Professional Development Sign in sheets & agendas. STAR Chart	PD C
1.4 Vandagriff Elementary will provide a variety of co-curricular activities, including UIL, Passport Club, Principal's Council, STUCO, and Honor Choir for enrichment with a high level of student participation.	Campus Administration. Campus staff	UIL coaches. Sponsors	August 2013- June 2014	Enrollment numbers in activities (UIL, Passport, STUCO, Choir) Rosters from programs	Increased attendance. Academic achievements. UIL Recognition at district level	PI C R/R
1.5 Vandagriff Elementary will provide support programs, including GT, ESL, Special Education, and Rtl programs to meet the diverse needs of all learners.	Campus/District Administration. Campus staff	GT Specialists. SE staff. ESL staff 504, Rtl Team	August 2013 – June 2014	GT Differentiation documentation forms. Rtl Campus documentation. Progress Monitoring Data for Individual Students. Class Rosters	AEIS. AYP. Special Ed. 504. GT annual reports. TELPAS reports. Rtl documentation	C PI HQ

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention.

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs **Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan.

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #2: Safety – Vandagriff Elementary will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Vandagriff Elementary will follow emergency communication system processes, so employees and students are prepared to respond to an emergency situation at any time.	AISD Police. Campus Administration. Campus Staff. Technology. Maintenance/Operations	AISD Police Local First Responders Local funds Grants Edwards Risk Management	June 2013 July 2014	Written campus plans. Documentation of Drills	Appropriate response if emergency occurs	CNA
2.2 Vandagriff Elementary will establish procedures for students and staff to report and respond to safety needs and concerns. Those procedures will be communicated in writing, and will be posted to the campus website.	AISD Police. Campus Administration. Campus staff	AISD Police SHAC Edwards Risk Management	June 2013 – July 2014	Written plans on website. Student/teacher handbooks	Teacher, Parent Survey Results	CNA
2.3 Vandagriff Elementary will ensure compliance with all governmental safety regulations by conducting all required drills, and documenting compliance.	AISD Police/Maintenance, Campus Administration	AISD Police/Maintenance TASB Resources Edwards Risk Management	August 2013 – July 2014	Written documentation demonstrating compliance	All campus buildings and procedures will meet regulations	CNA
2.4 Vandagriff Elementary will communicate, adhere to, and enforce the guidelines outlined in the Student Code of Conduct.	Campus Administration. Campus Education Imp. Com. (CEIC) Campus Staff	TASB Legal Services PEIMS data	August 2013 – June 2014	Discipline data for each campus/district in PEIMS. CEIC Agendas	Decreased discipline referrals	CNA
2.5 Vandagriff Elementary will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and participate in a safety awareness month to practice safety protocols.	Campus/District Administration. Maintenance/Operations. Technology. Transportation. Child Nutrition	SHAC Title II funding CATCH Local funds AISD Police Edwards Risk Management	August 2013– June 2014 Cyber Safety Week Red Ribbon Week	District/Campus Calendar of Events. Campus drill documentation	Lesson Plans for Red Ribbon & Cyber Safety & CATCH	CNA PD

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention.

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan.

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Vandagriff Elementary.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Vandagriff Elementary will provide multiple platforms of communication for our parents and community, including the Vandagriff website, teacher and staff websites, parent newsletters, Alert Now messages, and announcements in the Community News.	Campus Administration. Technology. Webmaster. Campus Staff	IT Department Campus Website Federal & State Local funds Social Media Sites	Aug 2013 – July 2014	Documentation of communication. Web status	Increased utilization of a variety of communication methods. Parent feedback. Parent survey. Website analytics	PI PD
3.2 Vandagriff Elementary will provide multiple programs for parent and community involvement, including PTO, Campus Education Improvement Committee, Watch Dog Dads, Passport Club, Mentors, and Campus Volunteers.	Campus Administration. Counselor. Campus Staff	CEIC State & local funds Watch Dogs PTO	Monthly 2013 – 2014	Sign in sheets. Campus calendars of events	Increased parental involvement at the campus level. Community feedback. Parent survey	PI
3.3 Vandagriff Elementary will provide public communication forum opportunities and continue to work with parents to garner support for the mission and goals of the campus by facilitating Meet The Teacher, Title One Meetings, Open House, Curriculum Night, Campus Education Improvement Committee, and Parent Conferences.	Campus Administration. Counselor. Campus Staff	Campus Education Imp. Committee Federal funds Local funds	Aug 2013 – July 2014	Documentation of attendance at meetings. Calendar of events. Website	Attendance at public meetings. Sign-in sheet. News release. Parent survey	PI
3.4 Vandagriff Elementary will continue to build positive relationships with parent and school organizations through the support of PTO, Watch Dog Dads, volunteers, and the Campus Education Improvement Committee.	Campus Administration. Campus Staff	PTO. CEIC. PTO. Watch Dogs. Local funds	Aug 2013 – July 2014	Parent surveys	Increased results for parent survey	PI

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention.

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan.

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing.

District Priority #4 Human Resources – Vandagriff Elementary shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Vandagriff Elementary will maintain 100% fully certified and highly qualified staff throughout the campus.	Campus Administration	Local funds Federal funds	August 2013- June 2014	Principal Attestation Report HQ Campus Reports	HQ District/Campus reports. Personnel records	HQ CAN R/R AYP
4.2 Vandagriff Elementary will facilitate professional development which is aligned with state and district requirements, improves student achievement, and provides appropriate support for new teachers.	Campus Administration. Mentor Teachers	Local funds Federal funds	August 2013- June 2014	Calendar of Events. Sign in sheets. Staff Development Agendas	New Teacher Survey Results. Professional Progress Results. Teacher turnover rate. Exit surveys	CNA PD R/R
4.3 Vandagriff Elementary will work to develop leaders through professional learning communities and teams at the campus level, including the Vandagriff Leadership Team, Math Team, Balanced Literacy Team, and RtI Committee.	Campus Administration. Campus Leadership Team, Campus Teams	Title II, III funding IDEA funding Local funds	August 2013- June 2014	Professional Development Calendar, sign in sheets. Agendas, evaluations	Staff Development. Evaluations	PD R/R

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMA = Performance Based Monitoring Analysis System, SPP = State Performance Plan.

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #5 Financial/Facilities – Vandagriff Elementary shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Vandagriff Elementary will continue to utilize a conservative approach to financial management, in order to maintain and strategically manage campus finances which target the improvement of student achievement.	Campus Administration, Campus Leadership Team, Campus Staff	District Funds, Campus Funds	Aug 2013 July 2014	Annual audit, FAST/FIRST data	Campus fund balance, District fund balance	CNA C

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AIES = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #6 Continuous Improvement – Vandagriff Elementary shall establish systems and processes to evaluate organizational effectiveness and

customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Vandagriff Elementary will continuously monitor, review and adjust campus programs and processes to insure effectiveness.	Campus Administrators, Campus Leadership Team, Campus Teams, and Campus Staff	Campus Personnel	Aug 2013 – July 2014	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Vandagriff Elementary will utilize technology to improve and automate internal systems, eliminate redundancies and ineffective practices, and improve customer access to information, support, and services.	Campus Administrators, Campus Leadership Team, Campus Teams, and Campus Staff	Campus Personnel	Aug 2013 – July 2014	School Website, Social Media Sites AESOP Eduphoria Parent Portal Parent Link	Increase in Automated internal systems. Reduce cost of operations. Increase ease of access to real time information.	CNA PD

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing



McAnally Intermediate School Campus Improvement Plan 2013-14

McAnally Intermediate School Campus Improvement Plan Committee 2013

LEARNING:

Sara Reed
Donna Will
Tracy Wilson
Cathy Wiley
Anna Mazzei
Beth Burdenski

SAFETY:

Clay McKenzie
Kristi Creed
Pam Burchill
Shawn Powell-Community
Member

PARENT/COMMUNITY:

Leslie Leech
Kimberly Hale
Martha Thomas
Lou Diaz

HUMAN RESOURCES:

Julie Hall
Valerie Watson
Donna Samuel
Renee' Goodenough-Parent

FINANCIAL/FACILITIES:

Luke Campbell
Hope Tuel
Mike Robinson
Dawn Hinkle

CONTINUOUS IMPROVEMENT:

Holly Elgin
Amber Skinner
Jeana Brooks
Jamie Ries
Andrea Matheny-Business Partner

McAnally Intermediate School Mission Statement

The mission of McAnally Intermediate School is to respect and revere individuality with a goal of reaching each child's potential. Our purpose is to build a strong academic foundation for all students allowing them to communicate effectively and contribute responsibly throughout their life-long learning experience.

McAnally Intermediate School Motto Statement

"Great Expectations ... Great Rewards"

McAnally Intermediate School Budget Amounts

Title I - \$1340

Title II - \$4230

Function 11 (FNC 11) Instructional - \$12100

Function 12 (FNC 12) Library - \$4000

Function 13 (FNC 13) Staff Development - \$1800

Function 31 (FNC 31) Counselor - \$3300

Accelerated Math/Reading Funds - \$1500

**McAnally Intermediate School
Comprehensive Needs Assessment
2013-2014 School Year**

Demographics

Narrative:

McAnally Intermediate School is a 6th grade campus in Aledo, Texas. McAnally has approximately 400 students enrolled for the 2013-2014 school year. The student population is 79% white, 9% Hispanic students, 2% African-American students, 2% Native American, 1% Asian students, 2.5% two races or more. The percentage of students receiving special education services is 7%, while 1% of the student population receives ESL services.

An additional benefit for McAnally Intermediate is the merging of four elementary campuses into one campus. New relationships are formed and a smooth transition is appropriately planned. McAnally fosters an environment where students feel safe which is reflected in high attendance and participation rates. The Great Expectations program is used to teach and model mutual respect, which is reflected in the low number of discipline referrals.

In August of 2013, McAnally Intermediate School gathered 2012-2013 data from many sources and used the data in developing the comprehensive needs assessment. With an increase in ethnic diversity, we will focus on cultural awareness and sensitivity. We will also, focus on math, reading comprehension and literacy among our at-risk students.

Strengths:

- McAnally Intermediate creates an atmosphere of safety for all students
- Attendance rate reflects the students' desire to be at school and participate in school activities
- Four elementary campuses merge into McAnally, a 6th grade campus, where new relationships are encouraged.
- Staff creates an environment of mutual respect that enhances a successful transition
- The Great Expectation methodology at McAnally develops student leaders and builds character

Needs:

- McAnally will have to adjust to a higher student/teacher ratio (28:1) this school year
- Due to increase in minority population, greater sensitivity and awareness will be given to cultural diversity
- Implement strategies to increase the success of our economically disadvantaged and ESL students in the area of math, literacy and reading comprehension

School Context & Organization

Narrative:

McAnally Intermediate School is the only 6th grade campus in Aledo ISD. All school decision-making efforts are a coordinated effort involving a Site-Based Committee which is comprised of parents, teachers, and administrators, a Leadership Committee made up of teachers and administrators, and other specific departmental committees. Teachers play a vital role in the selection and implementation of curriculum, instruction, and appropriate assessments with the ultimate goal of enhanced student achievement.

McAnally students are provided extracurricular activities through U.I.L., Whiz Quiz, Spelling and Geography Bees, Military Kids Club, Book and Technology Fairs, Art Show, Advocats' Run, Choir Programs, all to enhance personal and social growth.

Multiple communication methods between staff and parents include "Parent Link" phone system, school website, School Fusion, school telephones, teacher newsletters, school e-mail, campus marquee, McAnally Facebook page, Instagram, Parent Portal, and hard copy information. This complete communication system provides a networking tool for the development of a successful campus.

Strengths:

- **Staff is willing to serve and facilitate all endeavors which insure student achievement**
- **Extracurricular activities are provided to further academic and social development**
- **Staff and parents are actively involved in student success**
- **Multiple methods of communication are provided between parents and staff**

Needs:

- **Additional staff is needed to provide academic support in building a strong learning environment with the ultimate goal of increasing student achievement**
- **Community partners are needed to further social development of our students**

Student Achievement

Narrative:

At McAnally Intermediate School, student achievement is a shared academic priority for all stakeholders. Instructional staff displays a vested interest in creating a highly valued academic foundation for all students. Students are provided with in-school and after school tutorials, intensive interventions, varied on-going assessments, and differentiated instructional strategies. Teachers identify students learning styles and teach to those strengths.

Areas identified for improvement include closing the achievement gap with economically disadvantaged, Hispanic and Special Ed. students as well as increasing student's responsibility regarding completion of homework. In addition, opportunities will be provided to support student's social and emotional needs and increase effort to ensure a safe and orderly environment.

Strengths:

- Student intervention opportunities including in-class instructional strategies, pull-out programs and after-school tutorials
- Overall student progress in all academic areas
- Staff highly involved in student achievement
- Family involvement in student academic endeavors
- A outstanding system of coordinated services including counseling and related resources

Needs:

- Close achievement gap in economically disadvantaged students, Hispanic, Special Ed., and LEP students
- Increase student responsibility regarding completion of homework
- Provide additional opportunities to meet student's social and emotional needs
- Increase efforts to ensure a safe and orderly environment

Curriculum, Instruction & Assessment

Narrative:

McAnally Intermediate's instructional staff has identified several areas of strengths and weaknesses within curriculum and instruction to address for the coming year. The instructional staff has a great strength in their ability to collaborate and use district resources to create TEKS based instruction utilizing assessment data. The campus will focus on increasing cross curricular activities, writing, hands on lessons, technology, and differentiated instruction to improve student success on S.T.A.A.R. and in all content areas.

Data resources reviewed in identifying curriculum and instructional needs include state standards (TEKS), content and technology sections of the campus plan, student achievement data, AISD strategic plan for technology, and district benchmarking information.

Strengths:

- Using existing data to drive instruction
- Access to district database with curriculum resources
- Staff collaboration to develop effective TEKS-based instruction
- Staff regularly develops/designs curriculum to meet students' instructional needs
- Specific remediation provided for all students utilizing most current instructional data
- All subject curriculum aligned to state standards
- Focus on formative assessments, as opposed to summative assessments, such as S.T.A.A.R. testing and benchmarks, to drive standards

Needs:

- Vertical alignment of all core subjects
- Increased focus on differentiated instruction
- Increased focus on research-based enrichment
- Increased focus on intervention in all content areas
- Support provided for sub-group students to ensure academic success and improvement in all subject areas
- Increase math and literacy reinforcement in science and social studies
- Increase writing activities across the curriculum
- Utilize technology resources to provide more interactive, hands-on learning for all subjects
- Increase rigor to match the standards of S.T.A.A.R.

School Culture & Climate

Narrative:

McAnally encourages a climate where faculty, students and parents work together to create an environment of mutual respect. Through this relationship, students develop lifelong leadership skills that will enable them to become the best that they can be.

Strengths:

- **Safe, drug free environment that implements preventative education on aggression, sexual harassment, bullying and student responsibilities**
- **Leadership and character education program through Great Expectations methodology**
- **Celebrating students' achievement efforts through daily announcements and "Celebration Fridays"**
- **Encouragement of parents/family support of students – Heritage Day, Spelling and Geography Bees, Whiz Quiz competition, Parent Volunteer program, Art Shows, Band and Music programs, Watchdogs, e-mails, etc.**
- **Communication: parent portal, e-mail, newsletters, McAnally Facebook and Instagram pages, School Fusion website, Progress Reports and Report Cards**
- **Systematic, on-going, professional development designed in-house to meet teachers' and students' needs**

Needs:

- **Regular updates of School Fusion teacher websites**

Technology

Narrative:

McAnally Intermediate School provides a variety of different opportunities for technology to be utilized in the classroom. Students attend Technology class one class period per week. A major focus is to introduce the students to current computer skills integrated with core curriculum subjects and prepare them for the future. Campus staff is open to Technology training to update skills and knowledge of current technology as well as acquired new technology for their classroom. While teachers have access to computer labs, our campus vision is to have a lower student to computer ratio; in addition, more required technology training specific to core curriculum needs to meet state TEKS. By creating a campus based technology committee, our campus would be able to focus on meeting our vision.

Strengths:

- Classrooms are 100% SMART board integrated
- Technology Class is provided to all students to promote the use of computer applications and internet research
- Library is equipped with computer workstations, and multimedia technology
- Distance learning cart to enhance student learning and provide real world examples
- Successmaker is used to identify learning needs, provide corrective feedback, and accelerate the learning of students
- Campus and classroom Webpages (School Fusion) are available to communicate to the staff and community
- Stationary Labs are available to enhance student learning in the classroom
- Provide Staff Development in technology for teachers and staff

Needs:

- Additional required technology training to meet state standard and prepare students for future
- Current/Updated software and Superior video production and editing equipment and software
- Lower the student to computer ratio (1:1 Computer/Student)
- Campus based Technology Committee/Plan
- Video Streaming into classroom via campus and or district
- Greater emphasis on Technology Applications TEKS integrated into core curriculum
- Gain resources to prepare for new technology TEKS
- Student Internet access for BYOD (Bring Your Own Device)
- Cloud storage for teachers and students
- Mobile devices for all teachers (1:1 Device/Teacher)

Family & Community Involvement

Narrative:

McAnally has a high level of parent and community involvement which has proven very beneficial to student success. Parents have many opportunities to be involved in their child's education. Efforts to better include working and non-English speaking parents are needed.

Strengths:

- Parents and families support students' academic endeavors through volunteering in library, classrooms, and office
- Survey results are discussed with campus staff for making improvements in parent/family involvement opportunities
- Campus Counselor works with teachers to determine student needs to be serviced by community agencies
- Local businesses are utilized for Career related field trips and mentoring opportunities
- School provides numerous opportunities to involve parents and families in campus activities and programs, such as Heritage Day, Passport Camp, Fun Day, and our "Watch Dog" program with fathers
- McAnally makes use of the AISD website, school fusion, and other social media outlets to inform parents of opportunities to be involved

Needs:

- Strengthen efforts to include parents from underrepresented student populations in school events and decision-making
- Parents of persistently tardy and absent students, along with students who are frequently dismissed early, need education and support to understand the importance of protecting students' instructional time
- Continue to educate parents about resources available to them and their students through school services such as AdvoCats Clothes Closet, Center of Hope, Free Immunization Clinics and other community agencies
- Use technology to communicate services that are offered for students via our website and school fusion pages
 - The use of commonly used social media sites such as Facebook, Instragram, Twitter to communicate opportunities for involvement
 - Create an app for smartphones/ipads for parental communication
 - Develop a school wide texting system to provide instant communication to parents/students

Staff Quality, Recruitment & Retention

Narrative:

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 on highly qualified staff, frequent monitoring of student progress and professional development participation contribute to a high level of student achievement.

Strengths:

- All staff are highly qualified according to state/federal requirements and status is monitored annually
- Frequent review of student achievement through classroom performance, progress reports, report cards, and non-mastery lists, etc.
- Professional Development provided to develop new ideas to promote student success
- All teachers are certified ESL or working toward ESL certification
- Professional Development is encouraged and supported throughout the year and information gained from Professional Development is shared with staff; PDAS training; TBSI training
- AISD Strategic Plan is shared with and implemented by staff
- Mentoring for teachers assigned to new subject or team assignments
- Student/Teacher ratio is 28:1

Needs:

- Continue technology training
- Professional development updates
- Research-based professional development related to new Language Arts curriculum
- Core subjects vertically aligned
- Integration of curriculum
- Develop instructional strategies to accommodate larger class size and increase in number of students per team

2013-2014 Campus Plan

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

1 of 3

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 McAnally will align all core curriculum (Math, Language Arts, Science, Social Studies) based upon data to reflect appropriate rigor to maximize student success.	Campus Administration. Campus Staff. Campus Specialists	Eduphoria, Success Maker, Study Island, TALA, Teacher Created Materials, SMART Lessons, Stem Scopes, Thinking Maps	2013-2014	Lesson Plans, Scope and Sequence, ELPS, Benchmarks	STAAR Results, AYP Results, Lesson Plans, Content Assessment, Grade Book, Mastery Assessments, Gold Performance	PD CNA A C
1.2 McAnally course offerings will be diverse, rigorous, and will implement instructional strategies to meet students' needs and prepare them to be successful in a competitive global society.	Campus Administration. Campus Staff. Technology Personnel. GT Staff, ESL Specialist, Remediation Specialist, Dyslexia Teacher	Title I Funding Title II Funding. Local Funds Fundamental Five	2013-2014	Master Schedule, Departmental Meetings, STAAR Results, AEIS Report	STAAR Results, Distinction Designation, AYP Results, Report Cards	A. CNA HQ
1.3 McAnally will identify and implement an appropriate set of effective instructional strategies utilizing the full integration of existing technology by staff and students.	Campus Administration. Campus Staff. Technology Specialist, Instructional Technology Specialist, Special Education Teachers and Staff, Remediation Specialist	Classroom Technology Planning Committee, Smart Board, Computer Labs, Bring Your Own Device	2013-2014	RTI Campus Documentation, Progress Monitoring Data, Professional Development, Lesson Plans, Computer Lab Log, Fitness Gram	Lesson Plans, Tutoring Logs, STAAR Results, AYP, TELPAS Reports, Report Cards	PD C CNA
1.4 McAnally will provide a variety of co-curricular/extracurricular activities for enrichment with a high level of student participation	Campus Administration. Campus Teachers, Band/Choir Teacher, UIL Coaches, Spelling/Geography Coaches, Runners Club Sponsor, Whiz Quiz Sponsor	Local Funds	2013-2014	Enrollment Numbers, Participation Options, Band, Choir, Whiz Quiz, Geography Bee, Spelling Bee, U.I.L., Student Leader Program, Academic Field trips	Academic and UIL Achievements, Enrollment Numbers for Activities, Performance Results	A
1.5 McAnally will provide differentiated lessons to meet the diverse learning needs of all learners such as LEP, Homeless/Migrant, 504, Special Ed, GT, Economically Disadvantaged, Hispanic, African-American, Asian/Pacific Islander, and Caucasian	Campus Administration. Campus Staff, 504 Coordinator, Special Education Coordinator, Counselor, ZAP Teachers, Saturday School Teachers, GT Teacher, RTI Teams, Dyslexia Teacher	Title I Funds, Title II Funds, Local Funds, Staff Development	2013-2014	RTI Documents, GT Differentiation Forms, Progress Monitoring Data, ARD Minutes, 504 Minutes, Dyslexia Service Log	AYP Reports, STAAR Results, TELPAS Results, RTI Documentation, Classroom Performance, Report Cards, Distinction Designation	CNA HQ PD A

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMA = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

2 of 3

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.6 McAnally will monitor student attendance and achieve a 97% (Distinction Designation) or higher attendance rate by monitoring student attendance utilizing interventions and incentives to those at-risk attendance students.	Campus Administration. PEIMS Clerk. Counselor. Campus Teachers	Gradebook. PEIMS Data. Counselor Data.	2013-2014	PEIMS Data. Parent Contact Logs. Minutes from Attendance Committee	Daily Attendance. Campus Attendance Rate at 97% or higher. Distinction Designation	PD CNA A C
1.7 McAnally will increase student academic achievement of 6 th grade students in Reading, Writing, and Math skills for all students to reach mastery and Distinction Designation achievements.	Campus Administration. Campus Staff. Remediation Specialist	Textbook. TEKS Aligned Teacher Created Assignments. Success Maker. Supplemental Materials. Bell Work. Tutorial Groups. Thinking Maps. Fundamental Five	2013-2014	Lesson Plans. Success Maker Class Rosters. Tutoring Logs. Summer School Program	STAAR Test Results. TELPAS Results. Objective Mastery Reports. Success Maker Reports. Report Card Grades. Improved Mastery of TEKS. Distinction Designation	A CNA HQ
1.8 McAnally will increase student performance in Science and Social Studies for all students to reach mastery.	Campus Administration. Campus Staff. Remediation Specialist	Textbook. Loose in the Lab. Computer Lab Lessons. History Alive. Hungry Planet. Learning.com. Stem Scopes. Fundamental5	2013-2014	Lesson Plans. Computer Lab Logs. Tutoring Logs	Report Card Grades. Improved Mastery of TEKS	PD C CNA
1.9 McAnally will identify, organize and implement remediation for students performing below mastery level.	Campus Administration. Campus Staff. Remediation Specialist. RTI Committee. ARD Committee. 504 Committee	Eduphoria. Success Maker Lab. Gradebook. Thinking Maps	2013-2014	Success Maker Class Rosters. RTI Committee Minutes. ARD Conference Minutes. 504 Committee Minutes	Improved Mastery Reports. Report Card Grades. Success Maker Reports. STAAR Results. Tutorial Log	A
1.10 McAnally will ensure ESL students make a year's growth or better on the TELPAS Listening, Speaking, Reading and Writing portions of the test and successfully master the STAAR test.	Campus Administration. Campus ESL Teachers	Rosetta Stone. Teacher Created Materials. ELPS. TEKS. Success Maker. Thinking Maps. Fundamental 5	2013-2014	ESL Tutoring Logs. Lesson Plans. ELPS Integrated into every Lesson Plan. Summer School Program. Small group interventions	TELPAS Score Results. Report Card Grades. STAAR Results	CNA HQ PD A

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention.

PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan.

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

3 of 3

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
E 11. McAnally will ensure compliance for all Special Ed Students in the areas of pre-referral process, continuous transition, related services, eligibility process, re-evaluation process, least restrictive environment, teacher notification of modifications, assessment and services information, and student mastery of 70% objectives on IEP goals.	Campus Administration, Diagnostician, Special Education Staff, Campus Teachers	Grade Level Curriculum, Teacher Scaffold Materials, IEP, Transition Questionnaire & Interview	2013-2014	Class Schedules, ARD Minutes, Implementation of ARD Modifications	Students Reaching Set Goals as Established by the ARD Committee	CNA M C T A

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #2: Safety – The District will maintain a safe and orderly environment.

1 of 1

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 McAnally will communicate to students and parents the code of conduct expectations, including all safety procedures to enhance safety response to all emergency situations.	Campus Administration. Counselor, Campus Teachers.	Code of Conduct. Crisis Management Plan	2013-2014	Parent acknowledgement of receipt of Code of Conduct and safety procedures. Security Camera	Orderly Emergency Drills. Security Camera. Parent Survey	A
2.2 McAnally will implement various programs to ensure a safe environment.	Campus Administration. Counselor, Campus Teachers	GE Lessons, Teacher Expectations, Code of Conduct, Crisis Management Plan, Character Ed. Lessons, Counselor Guidance Lessons, SHAC, CPI	August 2013	Lesson Plans, Reinforce Great Expectations, 7 Habits Leadership, McAnally Creed & Expectations, Safety Programs, Character Education	Discipline Referral Counts, Program Agendas for Great Expectations, 7 Habits, Safety Programs	A PD
2.3 McAnally employees and students will know and implement crisis management plan and be prepared to respond to an emergency situation at any time with emphasis on first response, fire, tornado, and lock down drills.	Campus Administration. Counselor, Campus Teachers	Crisis Management Plan, Aledo ISD Police Department, Aledo Fire Department School Map	August 2013	Staff Meeting Agenda, Lesson Plans, Crisis Management Drills on School Calendar	Parent Survey, Teacher Survey	A
2.4 McAnally will provide behavior group management education on the topics of bullying, drug awareness, sexual harassment, respect, health/hygiene, fitness and online safety.	Campus Administration. Counselor, Campus Teachers	Aledo ISD Cybersmart Week Curriculum, Red Ribbon Week Materials, Great Expectations Materials, Counselor Guidance Lessons	2013- 2014	Behavior Management Group Meetings, Red Ribbon Week Agenda, Cybersmart Week Agenda, Leadership Lessons, Counselor Guidance Lessons.	Discipline Referral Form Counts	PD A
2.5 McAnally will implement an Emergency Response Team	Campus Administrators. Counselor, Campus Teacher	McAnally Nurse, Crisis Management Plan	August 2013	Team Meetings, Crisis Management Drills	Timing and fluency of emergency drills	A RS

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Aledo ISD.

1 of 1

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 McAnally will provide multiple platforms of communication to keep the community informed of opportunities to be involved in both campus and district events.	Campus Administration. Campus Staff. Campus Webmaster	Technology Department. Campus and District Websites. Parent Link System. School Fusion. Marquee. Community Newspaper	2013-2014	Campus Website. Open House Sign In Sheet. Meet the Teacher Sign In Sheet. E-Mails. Parent Link Record. School Fusion. Parent Portal	Increased Parental Involvement. Parent Survey. Volunteer Lists	PI A
3.2 McAnally will provide multiple programs for parent/community involvement.	Campus Administration. Counselor. Campus Teachers	Local Funds. Watch Dog Materials	2013-2014	SHAC. Site Based Committee. Office Volunteers. PTO Fundraiser. Field Trip Volunteers. Heritage Day. Rookie Camp. Book Fair. WATCHDOGS Community Service Efforts. Parent Portal. Recycling. Ink Cartridge Retrieval. Box Top collection	Increased Parent Involvement. Community Feedback. Parent Survey. Volunteer List. Percentage of Parent and Community Participation	PI A
3.3 McAnally will be involved with charitable organizations through community service events.	Campus Administration. Counselor. Campus Teachers. Parents. Students	Student Generated Contributions	2013-2014	School Calendar. Canned Food Drive. Center of Hope. AdvoCats Run Walk Crawl. Student fund-raisers for AISD families in crisis	Continued Local Support of the Community. Student Participation and Contributions	PI A
3.4 McAnally will continue to build positive relationships with AdvoCats. Center of Hope and PTO who support AISD related efforts.	Campus Administration. Counselor. Campus Staff	Fundraising Proceeds. Student Participation	2013-2014	School Calendar. Food Drives. Clothing Drives. PTO Fundraisers. Run Walk Crawl 5K	Continued Support of AdvoCats. Center of Hope. PTO. Benevolence Evidence for Students At-Risk. Fundraiser Proceeds. Contributions Proceeds	PI A

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #4 Human Resources – The District shall recruit, hire, train, and retain a highly qualified staff.

I of I

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 McAnally will maintain 100% fully certified and Highly Qualified staff throughout the campus.	Campus Administration.	Title I, II Funds. Local Funds	2013-2014	Campus Report. Personnel Records	NCLB Notification Letter	HQ A R/R
4.2 McAnally will create a consistent structure of professional development for all employees which includes a new teacher mentor program.	Campus Administration. Mentor Teachers	Local Funds	2013-2014	Calendar of Events. Sign In Sheets. Agendas. New Teacher Evaluations	New Teacher Survey. Teacher Turnover Rates. Exit Surveys	PD R/R
4.3 McAnally will continue to develop future instructional leaders through professional learning communities.	Campus Administration	Title I, II Funds. Local Funds	2013-2014	Professional Development Calendar. Sign In Sheets. Agendas	Staff Development Evaluations	CNA R/R PD
4.4 McAnally will report annually to parents and community the status of our campus attaining the Highly Qualified Goal.	Campus Administration	Local Funds	2013-2014	NCLB Notification Letter	Principals Attestation. NCLB Compliance Report	HQ
4.5 McAnally will ensure that appropriate teachers are trained in PDAS, TBSE, RTI, Aledo Writing, TEKS Instruction, ESL Methodologies and Strategies, TELPAS Certification, ESL Certification, SIOP, ELPS, TRPI, 504, Homeless/Migrant, Dyslexia, CPI, DRA, Texas Reading Academics, GT, Smart Board, Classroom Response Systems and other technology trainings	Campus Administration. Campus Teachers	Local Funds. Title I and title II Funds.	2013-2014	Professional Development Records	Teacher Evaluations. Teacher Professional Development Certificates	CAN PD A HQ

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R/R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: AEIS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #5 Financial/Facilities – The District shall exhibit excellence in financial and facility planning, management, and stewardship.

1 of 1

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 McAnally will work with AISD Maintenance, Technology and Custodial staff to ensure a well maintained facility.	Campus Administration	Eduphoria	2013-2014	Work Orders, Purchase Orders, Custodial Records	Well Maintained School, Teacher Survey, Parent Survey	CNA C
5.2 McAnally will report to campus site based committee regarding budget information.	Campus Administration	Site Based Committee Membership	2013-2014	Site Based Committee Minutes	Site Based Meeting Minutes with Budget Recommendations	CNA PD C
5.3 McAnally will operate within its allocated budget and follow financial guidelines, procedures required by state and district.	Campus Administration	Budget Maintenance Data	2013-2014	Central Office Budget Data Personnel Records	School District Finance Report	CNA PD C

Title I Schoolwide Components: CNA – Comprehensive Needs Assessment, RS – Reform Strategies, HQ – Highly Qualified Staff, PD – Professional Development, R/R – Recruitment and Retention, PI – Parent Involvement, T – Transition, A – Teacher Involvement in Assessment, M – Assistance for Mastery, C – Coordinate Programs

Assessment: AEIS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS – Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #6 Continuous Improvement – The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

1 of 1

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 McNally will annually evaluate the effectiveness of its curricular, co-curricular and extra-curricular programs	Campus Administration, Campus Teachers	Program Directors, UIL Coaches, Teachers	2013-2014	Annual Evaluation, Teacher Input, Central Office Input, Site Based Meeting Minutes, Performance Results	STAAR Results, AYP, Student Participation Percentages, Teacher Survey, Parent Survey, Student Performance	C A PI
6.2 McNally will utilize technology to improve and automate internal services	Campus Administration	IT Department, Program Services, Auxiliary Services	2013-2014	Parent Portal, AESOP, Work Orders, Purchase Orders, TxEIS, Website Requests, E Mails, School Fusion	Increase in automated internal systems, Parent Survey, Teacher Survey	CNA A PD
6.3 McNally will evaluate annual parent & teacher satisfaction surveys.	Campus Administration, Campus Teachers	Program Directors, IT Department, Program Directors, Auxiliary Services	2013-2014	Survey Review Committee Meeting, Survey Submission	Faculty Meeting Agendas to verify Results and Implement Improvement goals	PI

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing