Aledo Independent School District

McAnally Intermediate School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Mission Statement

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

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Revised/Approved: October 04, 2019

Demographics

Demographics Summary

McAnally has a current total of 540 students enrolled for the 2019-2020 school year. The student population is 77.3% White, 14% Hispanic, .3% African-American, .1% Native American, and 5% Two Races or more. The percentage of students receiving Special Education services is 8%, 4% of the student population receives ESL services, and 15% is the percentage of our Economically Disadvantaged student population. It should also be noted that the percentage of McAnally students receiving Section 504 services is 12%.

The McAnally Staff embraces the opportunity to know, value and inspire students in a unique setting in which they are isolated as 6th Grade students. McAnally's overall attendance rate decreased from 97.1% to 96.5% from the previous year. This year's attendance rate is 98.6% thus far.

Demographics Strengths

- Enrollment was accurately projected
- We have added SPED liasons to support this population of students
- Our ESL teacher is on campus each day and pushes into ELAR classes to serve this population of students
- Our attendance rate has increased to start the school year

Needs

  - As a result of increased student enrollment, we must monitor the progress of specific student populations and the services they are receiving.

Student Achievement

Student Achievement Summary

At McAnally, a high level of student achievement is paramount. It is through our collaborative teams, focus on data, interventions, extensions, and accelerated instruction, that we monitor the growth of all of our students throughout the course of the school year. In 2018-2019 McAnally was given an 89 or "B" rating and did not receive any Academic Distinctions.

6th Grade Math

Masters-48%

Meets-77%

Approaches-95%

Did Not Meet-5%

6th Grade Reading

Masters-32%

Meets-60%

Approaches-88%

Did Not Meet-12%

Based on an analysis of the 2018-19 STAAR data, it is evident that we need to increase the number of students making academic progress at all levels. We are focused on students making a year's worth of academic progress. Based on STAAR, last year's academic progress is listed below.

6th Grade Math

Growth Not Met-25%

Expected Growth-56%

Accelerated Growth:18%

6th Grade Reading

Growth Not Met-53%

Expected Growth-33%

Accelerated Growth:14%

Student Achievement Strengths

Strengths

- #1 rated 6th grade campus in the state of Texas
- Overall "Approaches" percentages remain high; however, our goal is to increase percentages at the "Meets" and "Masters" level(s)
- Percentages of approaches, meets, and masters increased in every sub-population
- New district programs, Lexia and Imagine Math, will help to aid in progress monitoring
- McCat Time provides built in tutoring time used for extension, intervention, and tutorials
- Teachers put into collaborative teams by subject area and provided common planning time during the school day to utilize the PLC process
- Instructional specialists hired to work alongside teachers and administrators in the PLC process

Needs

- Extension activities to help students learning at high levels achieve growth

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: After an analysis of our data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas **Root Cause**: Alignment and consistent focus over time on research based instructional practices is needed.

School Culture and Climate

School Culture and Climate Summary

McAnally Intermediate School has adopted positive behavior intervention supports or PBIS. Our leadership team selected norms for our common areas based on the model of students being ready, respectful, and responsible each day. Students are reminded of this expectation every day, and norms were addressed with all students at the beginning of the year. Teachers also had students create norms/social contracts in every class, so that students have ownership of behavior. Students and teachers have also been placed into colored teams. Students are given points for displaying these behaviors, and the winning team chooses a reward each week for Friday. Students also are recognized by each team at the end of every grading period. This event is called Celebration Friday.

We have also tried create a culture centered around student learning. We held a curriculum night at McAnally to inform parents on how to better help their students succeed this school year. In addition, all core subjects have common planning time every day, and we meet on Wednesdays as collaborative teams with administration and instructional specialists. Students can also receive intervention and extension through our built in response to intervention time, Extra Innings Thursday, and before school tutoring. Administration also completes 10 walk throughs each week, provides instant feedback to teachers, and posts weekly data in the staff newsletter.

School Culture and Climate Strengths

Strengths

- PBIS model (ready, respectful, responsible)
- Colored team system where students earn points for positive behavior
- Master schedule allows core teachers common planning time daily
- Encouragement of parents/family support of students – Heritage Day, Spelling and Geography Bees, Parent Volunteer program, Art Shows, Band and Music programs, Watch DOGS, UIL, Open House, Curriculum Night, weekly parent newsletter
- Teachers know and understand their curriculum, are motivated, innovative and use technology on a regular basis.
- Discipline placements dropped significantly from the previous year

Needs

- Need new staff training on Capturing Kids' Hearts
- Student and staff survey needed for this school year
- Involving all students who may be a part of conventional clubs or activities
- Continue to grow our campus unity and work collectively

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McAnally Intermediate hired two new administrators, a new counselor, a new secretary, 8 new teachers, and two new instructional paraprofessionals for the 2019-20 school year. We ensured that we hired all highly qualified teachers. We also ensured that we hired teachers through a committee process. The committee used a rubric based on district and campus needs to ensure that all teachers hired were the right fit.

McAnally Intermediate School staff has developed a professional learning community that collaborates regularly to share ideas and plan instruction. Teams focus on the 4 questions of a PLC and attend professional development based upon student needs. Emphasis remains on recruiting and retaining a highly qualified staff, frequent monitoring of student progress and professional development participation, all of which, contribute to a high level of student achievement.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- All staff are highly qualified according to state certification requirements and status is monitored annually.
- New staff from outside Aledo ISD can bring fresh ideas
- Professional Learning is encouraged and supported throughout the year through Just In Time trainings and built in staff development days. These professional development opportunities are all focused around the Aledo ISD Instructional Focus.
- Our campus also provides staff development through Techno Thursday (teacher led) and through staff meetings
- We have created a McAnally Leadership Team in order to gather input for decisions on our campus
- Honoring staff members (Staff Member of the Month)
- We are hosting 4 instructional rounds at McAnally this year to help us improve our practices instructionally

Needs

- Continued professional development around the Aledo ISD instructional focus and district initiatives
- Staff survey and exit survey to assess reasons for staff turnover
- Ensure we have 100% ESL/GT certification

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The McAnally Staff is committed to growing and learning every year.

Our Aledo ISD Problem of Practice is as follows: students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across content areas. In order to correct this problem, we have instituted an instructional focus.

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that targets three areas including:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps) and Fundamental Five
- Authentic Literacy – Write From the Beginning and Beyond
- Professional Learning Communities - We will work in collaborative teams to focus on the 4 guiding questions of a PLC.

A district-wide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned with our district instructional focus areas.

Curriculum, Instruction, and Assessment Strengths

Strengths

- Common planning time for core content areas
- McCat Time built into day for RtI for students
- Participation in AISD Instructional Rounds and McAnally Campus Rounds/Data Debrief(s)
- Guiding Coalition - team of teachers that attended PLC conference with administration
- Collaborative teams meet weekly with administrator and instructional specialist to focus on student learning
- Continued efforts to increase rigor/relevance through instructional rounds and rubrics
- Imagine Math
- Lexia
- Content Based Assessments
- Common Formative Assessments made by collaborative teams

- Data driven discussions in all core content areas
- Pre-AP math offered this year for first time
- Student choice electives offered for the first time. New elective options for 2019-20 school year promote critical thinking and more in-depth learning in areas that were previously taught (art, computers, music).

Needs

- Training in new ELAR resources (Springboard and Lexia)
- Teachers need to gain a deeper understanding of the use of Thinking Maps and critical writing
- Students need more access to technology in classes

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of campus results, students are not consistently showing evidence of critical thinking evidenced through Thinking Maps, academic discussions and writing across the curriculum. **Root Cause**: Students are not demonstrating adequate academic growth from year to year. Students making the transition to a new campus, number of standards covered, and a need to focus on critical writing are all factors.

Parent and Community Engagement

Parent and Community Engagement Summary

Family and Community Involvement are an integral part of success for our campus. McAnally is very fortunate to receive a great amount of support in this area. McAnally welcomes the opportunity to engage all stake holders in the learning process. Parents have many opportunities to be involved in their children's education. We have been able to do this through: Watch DOGS, Li'l Ladies, Student Council, Advocats, Field Trips, book fairs, Heritage Days, Open House, Curriculum Night, parent volunteer opportunities, social media, the marquee and the parent newsletter to connect parents to our campus.

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

Parent and Community Engagement Strengths

Strengths

- field trips
- parent volunteers
- Museum Night
- Lil' Ladies
- Sudent Council
- Heritage Day
- Advocats
- Snack Packs
- PTO
- Counselor-Start with Hello Week and others
- PTO
- Open House
- Curriculum Night
- Social Media
- Parent Newsletter
- Marquee
- Book Fair

Needs

- Watch DOGS - need more involvement
- Career Day
- Mentor program - mentoring other students
- English Language Academy for parents of ELL students
- use teacher specific communication across the board to communicate with parents
- Explore new and innovative ways to encourage parent and community involvement.

School Context and Organization

School Context and Organization Summary

At McAnally, we have embraced the opportunity to build relationships and make a positive impact on the lives of our students before they enter middle school. PBIS and our colored team system have afforded us the opportunity to recognize students for positive behavior.

McAnally operates off of a six period schedule. In addition to their four core classes and P.E., students are also able to choose courses in band, art, choir, music, and technology. McAnally consists of collaborative teams built by content area. These teams are in close proximity to one another throughout the building which allows for collaboration. Teachers teach five classes and have only one subject area for which to prepare. There is also an RtI period built into the day called McCat time where students can receive extra support.

McAnally students are provided extracurricular opportunities through U.I.L., Spelling and Geography Bees, Book Fairs, Art Show, Band Programs, Choir Programs, McAnally Student Council, Hoops for Heart, and team activities each week for the winning team and for everyone at the end of each grading period. High participation rates in these areas provide our students with an opportunity to have fun and find their passions in life.

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

School Context and Organization Strengths

Strengths

- Student choice with electives
- Students are able to get to know more students because they do not travel with teams to all classes
- Colored teams to build unity
- McAnally Leadership Committee for staff voice
- McCat Time for extra help for students
- Co-teaching in ELAR and math

Needs

- Parent survey
- Student survey
- Students may get lost in our new middle school type schedule

- Resource page for parents to know how each teacher communicates about their class
- Identify ways to keep students engaged and making academic progress

Technology

Technology Summary

Technology is incorporated into classrooms daily at McAnally. Our technology electives serve to equip students with basic knowledge they need to prepare them as 21st Century learners. Staff is open and willing to learn new and innovative methods that enhance learning for students. Techno-Thursdays take place every week at McAnally. These sessions are teacher led, and provide opportunities for staff members to problem-solve and collaborate with one another about technology in the classroom.

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

Technology Strengths

Strengths

- Promethean Boards
- Chromebook carts for every content area
- Chromebook cart in library
- 5 Chromebooks in every classroom
- Techno Thursday
- Increased use of Google classroom

Needs

- New teacher training on technology
- Serving students who did not choose technology class as an elective
- More devices (1 to 1)
- Establish norms/expectations for use of Google classroom
- Connectivity and quantity of our resources continue to be an area of concern for instructional staff.

Priority Problem Statements

Problem Statement 1: After an analysis of our data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McAnally Intermediate will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Data from Daily Impact Walks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference and Thinking Maps taken to critical writing for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity and Thinking Maps taken to critical writing. Data from daily impact walks will show consistent patterns of evidence, campus wide, 85% of the time, by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McAnally Intermediate will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

Evaluation Data Source(s) 2: Daily Impact Walks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will implement Framing the Lesson in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, ESL, Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2020.				
2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, ESL, Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2020.				
3) Teachers will implement Critical Writing in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, ESL, Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, McAnally Intermediate will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

    Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will: Indicator #1: * identify essential learning standards for each unit and clarify criteria for student mastery	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	75% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, McAnally Intermediate will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator #1: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	75% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, McAnally Intermediate will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator#1: * have established a SMART goal and assess progress toward reaching the goal.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	75% of Collaborative Teams campus wide will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dennis Hearn	Principal
Administrator	Karen May	Assistant Principal
Classroom Teacher	Reagan Forman	social studies teacher
Classroom Teacher	Elizabeth Kuhns	ELAR teacher
Classroom Teacher	Wilson Tracy	science teacher
Classroom Teacher	Ward Kari	ESL teacher
Classroom Teacher	Cheryl Lucas	ELAR teacher
Classroom Teacher	Dawn Hinkle	ELAR teacher
Non-classroom Professional	Patti Faulkner	Librarian
Classroom Teacher	Elizabeth Shifflett	math teacher
Business Representative	Julie Thomas	Community business partner
Business Representative	Chris Coble	Community business partner
Community Representative	Sterling Naron	community member
Community Representative	Denise Helms	community member
Parent	Mercedes Mayer	parent
Parent	Katherine Maurice	parent