

Aledo Independent School District
McAnally Intermediate School
2021-2022 Campus Improvement Plan



Mission Statement

McAnally Intermediate Mission: "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."

Aledo ISD Mission: "To ensure high levels of learning for all students."

Vision

Growing greatness through exceptional experiences that empower learners for life.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	13
School Context and Organization	14
Technology	16
Priority Problem Statements	17
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: How We Teach: Delivery of Instruction	21
Goal 2: Professional Learning Community Actions	24
Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.	28
Campus Improvement Committee	31
Addendums	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

McAnally Intermediate School has a current total of 565 students enrolled for the 2021-2022 school year. Demographic information is provided below. 9.6% of our students receive Special Education services, 15.8% of our students receive Section 504 services, 4.5% of the student population receives ESL services, and 13% of our students are classified as Economically Disadvantaged. The McAnally staff embraces the opportunity to know, value and inspire students in a unique setting as a single grade level campus. Our staff is made up of 51 full time teachers, specialists, and support staff. McAnally's overall attendance rate is 96%.

White	75.1%
Hispanic	16.3%
American Indian	2.7%
African American	2.1%
Asian	3.2%
Hawaii/Pacific Islander	<1%
Two or More	5.9%
Economically Disadvantaged	13%
2020-2021 Discipline Referrals	224

The Comprehensive Needs Assessment (CNA) and Campus Improvement Plan were developed through two workshops (9/21/21, 9/27/21) with the Campus Improvement Committee. Data was gathered from the following sources in developing the CNA: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, and Instructional Focus Data. The previous year's needs assessment was used as a jumping-off point and all necessary revisions were made by the Campus Improvement Committee. The overall campus plan was finalized by the committee on September 29, 2021, and shared with the entire faculty for review and discussion.

The plan will be monitored, reviewed, and revised at Campus Improvement Committee meetings in November, February, April, and June.

Demographics Strengths

- One grade level campus allows us to focus on students specific needs at this specific age.
- Programs are in place to address and support a variety of learners.
- High community involvement and support for students and teachers.
- A high percentage of students have access to resources and support at home.
- Strong attendance rate allows for maximizing instructional exposure.

Needs

- Instructional strategies and resources to meet the needs of growing populations such as Economically Disadvantaged, LEP, and SpEd.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Based on assessment data, there is a growing learning gap evident in reading and math for students classified as Economically Disadvantaged. **Root Cause:** Given the constraints and negative repercussions of COVID-19, these students have been hardest hit.

Problem Statement 2: 27% of discipline referrals in 2020-2021 were for students classified as Economically Disadvantaged. **Root Cause:** Support for this student group was not specific enough to meet their needs during extremely challenging conditions due to COVID-19.

Student Achievement

Student Achievement Summary

At McAnally Intermediate School, academic achievement is a high priority. During the 2020-2021 school year the campus utilized content-specific collaborative teams to ensure that all instruction was aligned and of high-quality. In the 2018-2019 school year, accountability was measured at the state level and the campus earned a 92% for student achievement. Through the COVID-19 pandemic, the 2019-2020 school year to the present, student achievement remained high, matching pre-pandemic levels of achievement and even increasing achievement for our students classified as Limited English Proficient (LEP) on both Math and Reading STAAR tests. Accountability ratings were not provided for any campus in the 2020-21 school year, however McAnally would have received an A rating based on previous years expectations. Faculty, parents, and students value and maintain high standards for achievement, which was evident through the hard work they demonstrated.

New to the 2021-2022 school year is the implementation of Advanced Math, previously labeled Pre-AP Math and initially implemented in the 2020-2021 school year. This opportunity allows students to challenge themselves, explore math concepts beyond sixth grade, and work at an accelerated pace. Participation in this course is by choice, and does not require qualification.

All students are monitored by teachers and provided with tutorials when needed. ESSER funding is being used to provide ongoing after school tutoring to a select group of students who show a gap in learning based on their 5th grade performance in reading and math. Teachers offer a guaranteed and viable curriculum to ensure equitable learning for all students. Intensive interventions during FLEX period, differentiated instruction during the school day, and common formative and summative assessments provide a foundation for collaborative teams to support students in a timely manner. Collaborative teams identify student needs based on their common assessments and develop intervention plans for them to address their individual strengths and needs. During FLEX time, teachers are able to work with students to re-teach material that was not mastered and provide extensions on essential standards.

Data included in identifying needs are state assessment data, student group disaggregation, grade reports, teacher input, discipline data, advanced course enrollment data, attendance, and retention rates.

Student Achievement Strengths

- Through the COVID-19 pandemic, student achievement remained high, matching pre-pandemic levels of achievement and increasing achievement for our students classified as Limited English Proficient (LEP) on both Math and Reading STAAR tests.
- McAnally met 15 of 16 growth targets for the 2020-21 school year, according to state accountability reports.
- The introduction of advanced math as a course option, and subsequent growth in participation exposes our students to 7th grade standards.
- Low retention rate of .1% in the 2020-2021 school year.
- Increased focus on the Collaborative Teaming process allows teachers to identify and address student needs in a timely manner.
- Intervention time built into the day through FLEX allows for immediate and ongoing support for students.

Needs:

- Students categorized as Limited English Proficient (LEP), Special Education, and Economically Disadvantaged student STAAR performance in Reading and Math is notably lower than All Students.
- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas: Staff development with a focus on serving EL students, supplemental materials, and tutoring for EL students (\$17,189).
- Title I funding will be utilized to provide services to students in the following areas: homeless student supplies (\$1511).

*Note: Dollar amounts refer to district-wide funds.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Students categorized as Limited English Proficient (LEP), Special Education, and Economically Disadvantaged STAAR performance in Reading and Math is notably lower than all students collectively. **Root Cause:** Lack of professional development to meet the unique needs of these student groups, and teacher practice/coaching to know how and when to address these student needs through a multi-tiered system of support.

School Culture and Climate

School Culture and Climate Summary

McAnally Intermediate School strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character, and behavior. McAnally has adopted positive behavior intervention supports (PBIS). We continued with the norms set from last year based on the model of students being ready, respectful, and responsible each day, we call these the 3 R's. Students are reminded of these expectations every day, and norms/school rules were addressed with all students at the beginning of the year through our Fall Behavior Series. 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 a house system. Students are given points for displaying desired behaviors that align to our culture, and the winning house chooses a reward each cycle. The PBIS process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. After an extremely challenging 2020-2021 school year, teacher feedback showed a clear need for teachers to receive better support from campus administration, and a rebuild of trust. Campus administration has taken multiple steps to accomplish this, including collaborative work over the summer and during the August Return to Learn events, implementation of distributive leadership through a Guiding Coalition, and ongoing surveys to identify and respond to areas of need.

McAnally Intermediate is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed and viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students during a daily 60 minute FLEX period.

The Sandy Hook Promise's Start With Hello week has been adopted and helps us maintain a positive, kind, accepting, compassionate school culture and climate. The guidance program consists of small group lessons to ensure students do not feel isolated or alone. A student Ambassador Program has been established to provide leadership opportunities and to ensure a smooth transition for our new students.

Our teachers work together to maintain a safe, enjoyable learning environment for students. Administration completes 10 walkthroughs each week, provides instant feedback to teachers, and posts weekly data in the staff newsletter. Administration regularly meets with teacher team leaders and department leaders to get feedback from all teachers in order to ensure teachers are heard and the climate remains positive. The McAnally Staff communicates through a variety of ways. Communication methods between staff and parents include the weekly parent newsletter, Parent Link system, Google Sites, personal calls, school e-mail, Facebook page, Instagram, Twitter, and Parent Portal. Parent newsletters are sent every Friday through BlackBoard Parent Link, and include weekly updates on what students will be covering in class as well as critical program updates.

Furthermore, McAnally is taking steps to ensure that the following steps are implemented to fulfill board policy FFG (local).

For staff:

All staff are required to complete the annual Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

The data sources reviewed to identify areas of need include questionnaires/surveys, school walk-through data, focus groups, and meetings.

School Culture and Climate Strengths

- Implementation of a positive behavior intervention support (PBIS) system has driven expectations for student behavior and continues to support good behavior through a points/rewards system.
- The creation of a Guiding Coalition made up of 8 content teachers has driven the integration of the professional learning community (PLC) process at McAnally.
- The participation of the Guiding Coalition in the PLC institute has helped to develop a clear vision for collaboration on the campus.
- The Guiding Coalition has helped to establish a collaborative culture where teams of teachers work together to ensure high levels of learning for all students.
- Campus administration is making an intentional effort to renew trust and support based on clear feedback from teachers regarding the principal's role in the 2020-2021 school year.

Needs:

- Collaborative Teaming (CT) time during the school day.
- Teachers are overextended and the risk for burnout is high due to current circumstances.
- Additional teaching positions to support a 5 day a week CT schedule.
- Title IV funding (\$21,328) will be allocated for staff members to receive training in Capturing Kids' Hearts.

**Note: The dollar amount represents funds shared between all AISD campuses.*

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: School climate and culture has been negatively affected by increasing workloads and stress. **Root Cause:** Current environmental constraints (COVID-19), including lack of Collaborative Team time, lack of in person meetings, and lack of team building.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McAnally Intermediate School is a small learning community made of up 51 faculty, specialists and support staff. This year we hired 13 new staff members including 11 teachers, 1 paraprofessionals, and 1 new board approved teaching allocation for technology. Teacher loss in 2020-2021 was due to multiple reasons including retirement (2), promotion within (3) or outside of Aledo ISD (2), leaving the profession (3), and resignation for new positions in other districts (2). Campus administrators will monitor the 13 new staff members to ensure a smooth transition period during their first year on campus. Teacher mentors are assigned to all new staff, and furthermore, new teaching staff with less than 3 years experience are a part of the year long district-wide New Teacher Induction Program. All teachers have a Bachelor's Degree and many have a Master's degree. Three new hires are working on their certification requirements through approved programs.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Professional learning is a part of the campus culture and is incorporated regularly. The campus also has a Guiding Coalition (GC) composed of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in the development of the professional learning community, program selections and implementation. Teacher leaders from the GC provided learning opportunities during teacher in-service. Administration intentionally plans activities and events to facilitate the building of new relationships and ensure the campus is a Professional Learning Community. Additionally, teachers are encouraged to participate in district level professional learning opportunities such as "just in time" training. New teachers participate in a New Teacher Induction Program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

Teachers are evaluated through the T-TESS appraisal system on an annual basis. They develop two professional goals aligned to the T-TESS rubric. Administrators conduct 2 formal walkthroughs and a full observation as a way to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walks to monitor the implementation of the District Instructional Focus.

The following data sources were reviewed to identify needs in the area of staff quality, recruitment, and retention: student achievement data, professional development records and goals, teacher certification and qualification data.

Staff Quality, Recruitment, and Retention Strengths

- Professional Learning (PL) opportunities are ongoing and focused on district initiatives and best practices.
- PL is a part of our culture; teachers are provided opportunities to grow and improve.
- There is a high level of faculty participation in PL opportunities.
- New teachers are provided a mentor and are a part of the campus and district New Teacher Induction Programs.
- Administrative support through feedback and purposeful relationship building activities.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.
- Moral boosters for staff are scheduled and purposeful, including staff luncheons, celebrations, and encouragement.
- Salary increases and the district's reputation enables us to recruit great teachers.

Needs:

- Title II funds (\$4,930) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members and the campus needs as identified through instructional data sources.
- Teacher shortages have drastically affected hiring.
- Campus administrators' support of staff needs to continue to develop and provide a foundation for longevity in the profession and in the district.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Staff turnover rate of 24% affects continuity in teaming, district initiatives, and school values. **Root Cause:** Teacher workload is increasing annually and the ongoing challenge of COVID-19 creates extra work for teachers and staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

McAnally Intermediate School is working to meet the goals of the District 2021-2022 Focus Document. Teachers are actively incorporating critical writing, high yield formative assessment, framing the lesson, and student driven learning strategies to ensure all students achieve at least one year of academic growth. Teachers have specifically written goals this year to maximize their personal growth on the rigor/relevance and T-TESS rubrics to plan for high quality instruction in the classroom.

Teachers are receiving district and campus professional development through "Just in Time" trainings, faculty collaboration meetings, and instructional support through our instructional specialists. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC at Work model and focused collaboration. Collaborative Teams (CT) have met to identify and study essential standards in order to ensure a guaranteed and viable curriculum is taught, and each CT is tasked with answering the 4 critical question of the CT cycle.

1. What do we want students to know and be able to do?
2. How will we know when they have learned it?
3. What do we do when they don't understand?
4. What do we do when they already know it?

Through answering these questions, CT's ensure high levels of learning for all students.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, Teacher iPad's, 1-1 student devices, Eduphoria, Canvas, and other applications.

Data sources reviewed in identifying curriculum and instructional needs include the following: teacher lesson plans, student achievement data, staff input, state standards, research-based curriculum resources, curriculum documents, available technology, and observations.

Curriculum, Instruction, and Assessment Strengths

- There is a common instructional focus across the district and campus.
- Professional learning opportunities are directly related to the instructional focus.
- Collaborative teams are continuing to align instruction and assessment through the development of essential standards and common assessments.
- Learning walks allow campus-wide data to be collected and shared with the faculty to increase the implementation of the instructional priorities.
- A focus on student-driven learning is increasing student engagement and relevance.

Needs:

- Title II funds (\$4,930) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members and the campus needs as identified through instructional data sources.
- Teachers are not yet implementing the district instructional focus non-negotiables at the target level.
- The schedule does not allow for enough time for teachers to accomplish all of the PLC at Work tasks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The schedule does not allow for enough time for teachers to accomplish all of the components of collaborative teaming effectively. **Root Cause:** Staffing does not allow for multiple conference periods during the school day.

Problem Statement 2: Content alignment across grade levels is not always vertically aligned, leaving gaps in learning. **Root Cause:** Single grade level campus.

Problem Statement 3 (Prioritized): After an analysis of district data, students are not demonstrating adequate 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.

Problem Statement 4 (Prioritized): After an analysis of campus data through daily impact walks, instructional rounds, and student summative assessments, students are not demonstrating rigorous individual thinking through High-Level Questioning. **Root Cause:** In particular, students are not developing and responding to rigorous questions that challenge their peers.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community engagement are an integral part of success for our campus. McAnally Intermediate School is very fortunate to receive a great amount of support in this area. McAnally welcomes the opportunity to engage all stakeholders in the learning process. Parents have many opportunities to be involved in their children's education. Due to COVID-19 restrictions many of our traditional community engagement activities have been limited or shifted to virtual events. We hope to continue providing opportunities through: Student Council, Advocats, PTO, Aledo Education Foundation, book fairs, McCat Camp, Virtual Curriculum Night, and parent volunteer opportunities inside the school. We are focusing many efforts on increasing engagement and communication with parents and community stakeholders through the campus website, Parent Link, Remind, Family Connection, eNewsletters, campus Facebook, Instagram, and Twitter. Teachers are also utilizing their web pages, Canvas, Remind, and other resources to keep parents informed.

Critically, our partnership with PTO, AdvoCats, and the Aledo Education Foundation plays a vital role in supporting our teachers, staff, students and parents in the success of our students.

Additionally, parent newsletters provide direct resources for parents to best support their students academically at home. AdvoCats also continues to support our economically disadvantaged students with their needs during the year.

Parent and Community Engagement Strengths

- Excellent parent support for our needs and for their own student.
- Support from local businesses by providing resources and/or financially supporting the school district.
- There is strong communication from the district and school to parents regarding achievement, needs, changes, and concerns.
- Excellent parent and community involvement/presence at all student activities.

Needs:

- Parent volunteers have not been able to participate with COVID-19 protocols.
- Increase engagement of parent volunteers on campus.
- Increase parent approval rating through the district survey.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents feel disconnected from the campus. **Root Cause:** Visitor restrictions during the 2020-2021 COVID-19 pandemic.

Problem Statement 2: Many family centered traditions, such as Heritage Day, have been stopped and lessen the exposure of the campus to families and community stakeholders. **Root Cause:** Visitor restrictions during the 2020-2021 COVID-19 pandemic.

School Context and Organization

School Context and Organization Summary

McAnally Intermediate School has embraced the opportunity to build relationships and make a positive impact on the lives of our students before they enter middle school. We recognize students for positive behavior and accomplishments through our Positive Behavior Intervention Support (PBIS) system where behaviors, consequences, and rewards are clearly defined through a points system. Our students have embraced the three R's: Ready, Respectful, and Responsible. After an extremely challenging 2020-2021 school year, teacher feedback showed a clear need for teachers to receive better support from campus administration, and a rebuild of trust. Campus administration has taken multiple steps to accomplish this, including collaborative work over the summer and during the August Return to Learn events, implementation of distributive leadership through a Guiding Coalition, and ongoing surveys to identify and respond to areas of need.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, community members, and business members to make operational and organizational decisions. The campus also has a Guiding Coalition composed of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in the development of the professional learning community, program selections and implementation.

McAnally operates a seven period schedule which was designed around supporting the Professional Learning Community (PLC) at Work process. Collaborative teams meet weekly to engage in work surrounding the 4 critical questions of the Collaborative Team cycle to ensure high levels of learning for all students. Each department has a Team Lead that participates in a Leadership Collaborative Team to help guide, unite, and support the campus around the work of the PLC. The master schedule was also designed to allow for up to 1 hour a day of FLEX time for teachers to intervene and extend student learning in small group settings.

In addition to their four core classes and P.E., students are able to choose courses in band, art, choir, music, or technology. McAnally students are provided extracurricular opportunities through U.I.L., Spelling and Geography Bees, Book Fairs, Art Show, Band Programs, Choir Programs, and McAnally Student Council. McAnally has also implemented a positive behavior intervention support system that includes points for students to earn and spend on rewards. Students were also randomly split into a house system and can earn points collectively for their house. At the end of each Cycle, we hold a house celebration for all houses, with the highest earning house getting a special recognition. High participation rates in all campus activities provide our students with an opportunity to have fun and find their passions in life. McAnally conducted a McCat Camp in which over 400 students attended prior to the school year starting, a Parent Night where students and parents visited the campus, and a Virtual Curriculum Night in which virtual interaction provides parents with the opportunity to meet the staff and engage in an overview of the district curriculum focus.

School Context and Organization Strengths

- A variety of extracurricular choices for students.
- Collaborative Teams are working together to plan effective high-quality instruction to meet the needs of all students
- Tutoring time built into the day for intervention and extension.
- More opportunities for teacher leadership through our Guiding Coalition.
- Flex has been restructured to maximize individual instruction, intervention, and extension.
- The implementation of a PBIS system and houses to target positive behaviors.

Needs:

- More planning time for teachers to engage in collaboration every day.
- Students being able to choose two electives in addition to PE.
- Moving to an 8-period schedule with two electives will allow dyslexia services to be provided without missing class time.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students serviced through Dyslexia are sometimes pulled from core content classes in order to provide services daily for the required 45 minutes. **Root Cause:** Staffing does not allow for an 8 period day schedule in which students have two electives, which would allow them to be pulled from one elective.

Technology

Technology Summary

McAnally Intermediate School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. Aledo ISD has moved to a 1-1 model where all students are provided a computer if they cannot bring their own. Software programs such as IXL, Eduphoria, Stemscopes, Web 2.0 Tools and apps, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the Blackboard campus website.

The building has a library with Promethean Board and a classroom with computers available for coding and robotics. Last year the campus purchased an additional set of ipads, robots, and microbits to support a second technology class, approximately \$20,000 worth of equipment. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

Technology Strengths

- Students are all provided a technology device that helps faculty maximize technology integration.
- Laptops are available for students and teachers, iPad and presentation technology for teachers.
- Structures are in place for tech integration including personal devices and classroom technology.

Needs:

- There is a disparity in the use and integration of instructional technology.
- Barriers to technology integration include lack of internet service in homes.

Problem Statements Identifying Technology Needs

Problem Statement 1: There is a disparity in the use and integration of instructional technology. **Root Cause:** Varied comfort and proficiency levels among faculty members.

Priority Problem Statements

Problem Statement 1: After an analysis of district data, students are not demonstrating adequate 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: Curriculum, Instruction, and Assessment

Problem Statement 2: After an analysis of campus data through daily impact walks, instructional rounds, and student summative assessments, students are not demonstrating rigorous individual thinking through High-Level Questioning.

Root Cause 2: In particular, students are not developing and responding to rigorous questions that challenge their peers.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Problem Statement 3: Based on assessment data, there is a growing learning gap evident in reading and math for students classified as Economically Disadvantaged.

Root Cause 3: Given the constraints and negative repercussions of COVID-19, these students have been hardest hit.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Students categorized as Limited English Proficient (LEP), Special Education, and Economically Disadvantaged STAAR performance in Reading and Math is notably lower than all students collectively.

Root Cause 4: Lack of professional development to meet the unique needs of these student groups, and teacher practice/coaching to know how and when to address these student needs through a multi-tiered system of support.

Problem Statement 4 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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Equity data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data





Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McAnally Intermediate School will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.

Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 100%. Staff Responsible for Monitoring: Campus & District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Daily Impact Walk Data will be shared with the faculty once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Team Leaders, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will be provided immediate feedback regarding missed opportunities through DIW and T-TESS Walk-through feedback. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Just-in-Time Training opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities to learn new strategies for implementation.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McAnally Intermediate School will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2022.

Evaluation Data Sources: Daily Impact Walks





Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 100% by June 2022. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily Impact Walk Data will be shared with the faculty and departments each month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum, and to align instructional practices. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Team Leaders, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be provided immediate feedback regarding missed opportunities through DIW and T-TESS Walk-through feedback. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Just in Time Training opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities to learn new strategies for implementation.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2022, 88% of the McAnally Intermediate School collaborative teams district wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.





Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery.</p> <p>Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum Specialist, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions.</p> <p>Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2022, 93% of the McAnally Intermediate School collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will meet on a weekly basis and utilize, guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on student learning.</p> <p>Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level by June of 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions.</p> <p>Strategy's Expected Result/Impact: Team collaboration will be focused on student learning.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Team Leaders.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2022, 85% of the McAnally Intermediate School collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will establish a SMART Goal and assess progress towards reaching the goal. Strategy's Expected Result/Impact: Collaborative teams will rate at the "Developing" level in Indicator #1 by June of 2021. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative teams will utilize District Common Assessments, Unit Assessments, and/or Benchmarks to monitor progress towards SMART goals. Strategy's Expected Result/Impact: Teachers will analyze data to ensure a focus on results and student growth. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress. Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborative Teams will be recognized when they accomplish their SMART Goal. Strategy's Expected Result/Impact: Celebrating success will enhance campus culture and reinforce intentional work. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams.</p> <p>Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: McAnally Intermediate School will maintain the staff retention rate, by each position category, for the 2020-2021 and 2021-2022 school years.

Evaluation Data Sources: The employee district retention rates, by position category, will be maintained for the 2020-2021 and 2021-2022 school years.

Strategy 1 Details	Reviews			
Strategy 1: Develop a Campus New Teacher Induction Program that provides ongoing professional learning opportunities, social interaction, and support. Strategy's Expected Result/Impact: Increase connectedness, support, and skills. Staff Responsible for Monitoring: Principal, Associate Principal, New Teacher Mentors Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Increase campus leadership opportunities where teachers can continue to grow, learn, and find fulfillment. Strategy's Expected Result/Impact: Help teachers grow and retain veteran teachers. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Plan and implement morale-boosting activities so teachers know they are appreciated and supported. Strategy's Expected Result/Impact: Increase morale and create a positive, fun environment Staff Responsible for Monitoring: Campus Administrators and Counselors	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The total spring 2022 enrollment for all students and the subgroup of economically disadvantaged students will increase by 3%, for grades 6 through 12, in all advanced, Pre-AP, AP, Dual Credit, and OnRamps courses by June 2022.

Evaluation Data Sources: Spring 2022 enrollment for all students and economically disadvantaged students in all advanced courses.


Strategy 1 Details	Reviews			
<p>Strategy 1: Targeted recruiting will be based upon identified criteria for each advanced course including assessment data, grades, and teacher recommendation.</p> <p>Strategy's Expected Result/Impact: Greater number of economically disadvantaged students will be invited to enroll in advance courses.</p> <p>Staff Responsible for Monitoring: Campus Counselor Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent presentations during the annual course registration process related to advanced course benefits and opportunities will be delivered to students and parents with recordings posted online.</p> <p>Strategy's Expected Result/Impact: Greater number of economically disadvantaged students will be aware of the benefits of advance courses.</p> <p>Staff Responsible for Monitoring: Campus Counselor Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct individual course selection meetings with students in underrepresented subgroups based on STAAR Data.</p> <p>Strategy's Expected Result/Impact: Identified students will sign up for Advanced Academic courses.</p> <p>Staff Responsible for Monitoring: Campus Counselor Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide regular communication to all students and target groups of students.</p> <p>Strategy's Expected Result/Impact: Students and parents will be more informed and will enroll in Advanced Academic courses.</p>	Formative			Summative
	Dec	Feb	Apr	June

Staff Responsible for Monitoring: Campus Counselor
Campus Administrators
Title I Schoolwide Elements: 2.4, 2.5, 2.6

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 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Josh Jenkins	Principal
Classroom Teacher	Hannah Craig	Teacher
Classroom Teacher	Michelle Hughes	Teacher
Classroom Teacher	Patience Johnson	Teacher
Classroom Teacher	Kristen Loyd	Teacher
Classroom Teacher	Carnell Simmons	Teacher
Classroom Teacher	Elizabeth Shifflett	Teacher
Parent	Jessica Bobo	Parent
Parent	Jennifer Cheak	Parent
Business Representative	Carma Chisam	Business Owner
Business Representative	Julie Harding-Wiley	Business Owner
Community Representative	Karla Coppinger	Community Member
Community Representative	Pam Cable	Community Member
Non-classroom Professional	Cliff Boltwood	Non-Classroom Professional
District-level Professional	Mercedes Mayer	Director of Communications AISD

Addendums