



Campus Plan

2015-2016

McCall Elementary

Aledo Independent School District

Site Based Decision Making Team

Jason Beaty *Principal*, Shara Hetherington *Kindergarten Teacher*, Kristi Lipscomb *First Grade Teacher*, Corey Sylvis *Second Grade Teacher*, Laura Pace *Third Grade Teacher*, Keri Russell *Fourth Grade Teacher*, Dawn McNair *Special Education Teacher*, Charla McClure *Specialist Teacher (ESL)*, Dale Mares *Business Representative*, Jenifer McDowell *Community Representative*, Kyla Davis *Parent Representative*, Candi Lear *Parent 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 2015-2016 school year.

<u>Funding Source</u>	<u>Amount</u>
Title I, Part A (Campus)	\$1721.00
Title II, Part A (Campus)	\$5711.00
Title III (District)	\$13126.00

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 – 4th Grade campus in the Aledo Independent School District and is located in the city of Willow Park, Texas at 400 Scenic Trail. There are currently 21 classroom teachers, not including 2 special education teachers, 4 professional support teachers (music, physical education, literacy specialist, librarian), 1 principal, 1 assistant principal, 1 counselor, 1 nurse, 1 diagnostician, two part-time speech teachers, 1 GT teacher on campus 1 day per week (this position is shared between multiple campuses), 1 ESL teacher, 6 paraprofessionals, 1 PEIMS clerk, and 1 secretary / receptionist. The average years of experience for professional staff is 12.0 years with 6.4 being in the Aledo I.S.D..

McCall has a total enrollment of 420 (09/17/2015) students currently. The student population is ethnically represented by 2.0% African American, 17.9% Hispanic, 76.2% White, less than 1% Asian Pacific Islander, and 0% of the students Native American. 22.2% of the student population is economically disadvantaged, 6.7% are English Language Learners (ELL), and 22.2% are identified as at risk. 1.2% qualify for the Gifted and Talented (GT) program, and 9.1% have been identified as Special Education (SPED).

Strengths:

The changing and mobile populations (mobility rate 12.1%) of McCall are supported not only through the academic instructional dedication of teachers but also the social emotional 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.

McCall Site Based Decision Making Committee (MSBDMC) reviewed and discussed school profile questions as related and presented to help guide the focus and direct the strengths and areas of concern for McCall. The committee also used the survey results from the May 2015 staff and parent surveys sent out by Aledo ISD to help further identify 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).

MSBDMC 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 MSBDMC 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 MSBDMC 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. We had greater than 95% staff participation in district survey which helps to give a more accurate picture of success and concerns.

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. Improve parent participation in district surveys to improve accuracy of reported concerns and celebrations.

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 the state assessment in reading, writing, and math. Student groups included in accountability were All Students, Hispanic (reading, math), White, and Economically Disadvantaged (reading, math).

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 improve with the alignment and rigor of our instructional practices. The implementation of Write from the Beginning and Beyond will help continue the alignment needed to improve students' written communication and meet or exceed the state standards.

Strengths:

- Accountability Rating: Met Standard
- System Safeguard Indicators 10 of 10 were met (100%)
- 85% of all K-2 students were on grade level in reading at the end of the year
- 95% of all Kindergarten students were on grade level in math at the end of the year
- 85% of all 1st grade students were on grade level in math at the end of the year
- 3rd and 4th grade reading all students 89%
- 3rd grade math (all students 97%, Hispanic 88%, economically disadvantaged 86%, ELL 80%)
- 4th grade math all students 85%

Needs:

- Narrative and expository writing grades K-3 (69% on grade level)
- 4th grade writing expository and narrative writing
- 2nd grade math less than 60% on grade level at the end of the year
- 3rd and 4th grade reading (economically disadvantaged, sped, Hispanic, ELL)
- 3rd grade math moving Hispanic, economically disadvantaged, ELL to 90%
- 3rd grade math special education 60%
- 4th grade math Hispanic and ELL below 80%
- 4th grade math special education and economically disadvantaged below 60%

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 MSBDMC 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 -4th grade teachers to disaggregate this data on September 3. The MSBDMC 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 September 3. 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 September 3. The committee also reviewed student achievement data from the following secondary resources, STAR Reading / Math, SuccessMaker, Think Through Math, and Reflex math.

The MSBDMC 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. The information is also disaggregated with campus administrators as well as the Literacy and Math specialist (L&M).

Students in grades 3-4 were given two benchmark assessment test in reading, math, and writing. The first benchmark used was the released STAAR test in February. The second benchmark was created using objectives and student expectations that were identified from the first benchmark as concerns in March.

McCall Elementary hosted a Kindergarten roundup April 6-10. 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 placement.

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. Improve student attendance rate to 98%.

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.

MSBDMC reviewed surveys from both parents and teachers 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 if 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 MSBDMC 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. Improve communication and involvement opportunities for English Language Learners (ELL) parents.

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.

MSBDMC 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. We have 2 mobile ipad mini lab with 22 devices in each lab. McCall has a computer lab that uses NCS Pearsons SuccessMaker, Waterford, and Think Through Math each are computer assisted instruction programs that are 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.

The MSBDMC made recommendations for continued staff development for using technology equipment and materials already present at McCall. The committee believes that after reviewing 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, continued staff development on handheld devices and Google Drive.

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.

MSBDMC 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 school counselor is the primary contact for reps for the above mentioned organizations, as well as the point of contact for families in need of assistance.

MSBDMC 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.

MSBDMC 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
Email
Campus & Classroom Facebook

Classroom Newsletter
Classroom Websites *Schoolfusion*
Parent Information Center Inside Campus
Parent Portal (grades and attendance)
Twitter Campus & Classroom

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

Meet the Teacher
Curriculum Night
WatchDog Program
Father Daughter Dance
Mother Son PuttPutt Golf Tournament
Muffins with Mom
Date with Dad
Book Fair
Kindergarten Round-Up

Parent Reps on School Health Advisory Committee (SHAC)
Parent Reps on District Wide Educational Improvement
Committee (DWEIC)
McCall Runners' Club
Student Council Service Projects *each 6 weeks*
PTO Food Drive
Aledo PTO
Grandparents Day Luncheon
Volunteer Appreciation Breakfast

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.

MSBDMC 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.

MSBDMC 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 – 4th grades). New teachers are also required to have a campus mentor for 1 years.

MSBDMC 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.

MSBDMC 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.

MSBDMC 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 and writing strategies that could be implemented.

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 year 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.

2015-2016 McCall Campus Plan

District Priority #1: Learning – McCall shall provide an aligned, rigorous curriculum preparing students to meet or exceed 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, Write from the Beginning, Thinking Maps, Thinkthrough Math, Title I (\$1721) & II (\$5711)	August 2015- June 2016 (as data becomes available)	Lesson Plans, Scope and Sequence, ELPS, Benchmarks, AR, Computer Lab, Tutoring	STAAR, STAR Early Literacy, DRA, TAPR, Lesson Plans, Istation, Thinkthrough Math, Federal Report Card, Learning Walks and Walk Throughs, TELPAS	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 a variety of resources.	Campus staff, Administrators	HQ Staff, Technology, Campus Professional Development Title I (\$1721) & II (\$5711), Thinking Maps, SuccessMaker, Waterford, AR, STEM Scopes, Capturing Kids Hearts, ThinkThrough Math, Reflex Math	August 2015- June 2016	Master Schedule, Grade Level Meetings, STAAR, TAPR, PLC Agendas	STAAR Results, STAR Early Literacy Data, DRA Data, School Report Card	RS A, CNA HQ
1.3 McCall Elementary will identify and implement an appropriate set of effective instructional strategies including Thinking Maps, Balanced Literacy, Write from the Beginning (WFTB) while integrating existing technology including Idevices, laptop labs, and distance	Campus staff, Administrators	Instructional Technology, Professional Development Title I (\$1721) & II (\$5711)	August 2015- June 2016	Student Data Lesson plans,	PDAS, Learning Walks, STAR Chart, TELPAS, STAAR, Star Early Literacy, DRA	RS PD C CNA
1.4 McCall Elementary will provide a variety of co-curricular activities with a high level of student participation.	Campus staff, Administrators	Campus staff, Administrators, Student Council, UIL, Runners' Club, Choir	August 2015- June 2016	Enrollment numbers in activities, Attendance of activities	Increased Enrollment in activities, Increase in Daily Attendance	PI C A
1.5 McCall Elementary will provide differentiated lessons to meet the diverse learning needs of all learners, 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 Specialist Staff, Technology Resources Title I (\$1721) & II (\$5711)	August 2015- June 2016	RTI Documents, GT Differentiation Forms, Progress Monitoring Data, ARD Minutes, 504 Minutes, Dyslexia Service Log, LPAC	STAAR, TELPAS, RTI Documentation, Classroom Performance, Report Cards, Distinction Designation, SPED, 504, and GT Annual Reports, STAR Early Literacy, DRA, Brigrance Report	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: TAPR = Texas Academic Performance Report, 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

District Priority #1: Learning – McCall shall provide an aligned, rigorous curriculum preparing students to meet or exceed 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 below grade level in reading.	Campus staff Administrators	STAR Early Literacy, Success Maker Lab, Literacy Classroom, Waterford	August 2015- June 2016	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 Classroom Performance Based Monitoring Reports, DRA, Star Reading Report	CNA M C
1.7 McCall Elementary will identify and implement remediation strategies and programs for Third Grade and Fourth Grade students performing below grade level in reading, writing, and math.	Campus staff Administrators	Success Maker Lab STAAR Benchmarks,, Think Through Math, AR, Reflex Math, WFTB	August 2015- June 2016	Success Maker Rosters, RTI Committee Minutes, ARD Conference Minutes, 504 Committee Minutes, Tutorial Logs	Report Card Grades, Success Maker Reports, STAAR Results, Istation Reading Reports, Think Through Math Reports, Reflex Math Reports, Star Reading Reports	CNA M C
1.8 McCall Elementary will continue instructional strategies to help all ESL students make a year's growth or better on the TELPAS Listening, Speaking, Reading and Writing.	Campus staff Administrator, Campus ESL Teachers	Eduphoria, Success Maker, Teacher Created Materials, Scope and Sequence, ELPS, District and Campus Staff Development, WFTB,, Thinking Maps, Thinkthrough Math, Title I (\$1721) & II (\$5711)	August 2015- June 2016	ESL Pullout Teachers Log, Lesson Plans, Scope and Sequence, ELPS, Benchmarks, AR, Computer Lab, Tutoring	TELPAS Score Results, School Report Card Grades, STAAR Results, Istation Reading Reports, Star Early Literacy, DRA, Star Reading	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, Administrator Diagnostician, Special Education Staff	Grade Level Curriculum, Teacher Scaffold Materials, IEP, Brigance	August 2015- June 2016	ARD Minutes, Implementation of ARD Modification, Lesson Plans, Eduphoria Receipt of Modifications	Annual ARD	CNA M C T A
1.10 McCall Elementary will monitor student attendance and achieve a 98% or higher attendance rate by monitoring student attendance utilizing interventions and incentives for all students	Campus Administration, PEIMS Clerk, Counselor, Campus staff	Gradebook, PEIMS Data, Counselor Data,	August 2015- June 2016	PEIMS Data, Parent Contact Logs, Minutes from Attendance Committee	Daily Attendance, Campus Attendance Rate at 98% or higher, Distinction Designation	PD CNA A C

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1.11 McCall Elementary will increase the opportunities for all students and staff to use developmentally appropriate technology in creative learning environments	Campus Administration, Campus staff Technology	Lesson Plans	August 2015- June 2016	Walkthroughs, Professional Development Documentation, Lesson Plans	Bright Bytes Survey, Walkthrough Data	PD CNA C
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District Priority #2: Safety – McCall shall 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	AISD Police Local First Responders Edwards Risk Management Orange Emergency Folder	June 2015 – July 2016	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	AISD Police SHAC TASB resources Edwards Risk Management,	June 2015– July 2016	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	AISD Police/Maintenance TASB Resources Edwards Risk Management	August 2015 – July 2016	Written documentation demonstrating compliance	Building and procedures will meet regulations	CNA
2.4 McCall Elementary will conduct a review and of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus / District staff & Administrators Campus Improvement Committee	PEIMS data AISD Central Administration	March 2016 – August 2016	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.	Campus/District Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC Title II (\$5711) Local funds AISD Police Edwards Risk Management	August 2015- June 2016 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
2.6 McCall Elementary will provide grade level appropriate programs to teach students about their digital footprint, internet safety, and responsible technology usage.	Campus Administration & Staff, Campus Improvement Committee, District Instructional Technology Specialist	Local Funds, TASB	August 2015- June 2016 Digital Citizenship Week October 2015	District/Campus Calendar of Events,	Lesson Plans for& National Digital Citizenship Week	CNA C

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Assessment: TAPR = Academic Excellence Indicator System, 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.

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

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.	Campus staff Administrators Webmaster	IT Department Campus Website State Local funds	Aug 2015 – July 2016	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 2015 – July 2016	Sign in sheets, McCall Campus Calendar	Increased parental involvement at the campus level, community feedback, parent survey	PI
3.3 McCall Elementary will actively participate in appropriate civic, municipal, and charitable organizations in the Aledo ISD community.	Campus staff Administrators	Chamber of Commerce AdvoCats Community Business Partners Local funds	Aug 2015– July 2016	McCall Campus Calendar	Sign-in sheet News releases 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 2015 – July 2016	Parent surveys	Sign-in sheets Increased results for parent survey	PI

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Assessment: TAPR = Academic Excellence Indicator System, 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.

District Priority #4: Human Resources – McCall 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 Title I (\$1721) & II (\$5711) III (\$13126)	Aug 2015 – July 2016	Principal Attestation Report HQ District & Campus Reports	HQ District/Campus reports, Personnel records	HQ CNA R/R
4.2 McCall Elementary will provide a comprehensive professional learning system that aligns with AISD instructional focus, supports new staff, and meets the needs of our future steady learners.	District/Campus Administration, Mentor Teachers	Local funds Title I (\$1721) & II (\$5711) III (\$13126)	Aug 2015 – July 2016	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	Local funds Title I (\$1721) & II (\$5711) III (\$13126)	Aug 2015 – July 2016	Professional Development Calendar, sign in sheets, agendas, evaluations	Online Staff Development, PDAS, Dana Center Walkthrough, PLC	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. 2015	NCLB Notification Letter	Principals Attestation, NCLB Compliance Report	HQ
4.5 McCall Elementary will ensure that appropriate staff members are trained in PDAS, TBSI, RTI, Aledo Writing, TEKS Instruction, TELPAS Certification, ESL Certification, STAR Early Literacy, DRA, 504, Homeless/Migrant, Dyslexia, CPI, Thinking Maps, Texas Reading Academies, GT, and Technology.	Campus Administrators	Title I (\$1721) & II (\$5711) Funds, Local Funds	Aug 2015– July 2016	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: TAPR = Academic Excellence Indicator System, 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.

District Priority #5: Financial / Facilities – McCall 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 2015 – July 2016	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 2015 – July 2016	Parent and Teacher Surveys	Student conduct grade discipline referral data	PI

District Priority #6 Continuous Improvement – McCall shall monitor and revise systems and processes to evaluate organizational effectiveness and stakeholder satisfaction.

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 UIL Coaches Dana Center Walk Through	Aug 2015 – July 2016	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	Aug 2015 – July 2016	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,	Aug 2015	Survey Review with Campus Improvement Committee Minutes Survey Submission	Faculty Meeting Agendas to Review Results to Implement Improvement	CNA PI

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6.4 McCall Elementary will evaluate annual staff surveys.	Campus staff Administrators	IT Department, Program Directors	Aug 2015	Survey Review with Campus Improvement Committee Minutes Survey Submission	Faculty Meeting Agendas to Review Results to Implement Improvement	RS CNA
6.5 McCall Elementary will encourage increased participation on parent and staff satisfaction surveys.	District and Campus Administration	Campus Data IT Department, District Survey	Spring Semester 2016	Survey Review with Central Administration and Campus Improvement Committee Minutes Survey Submission	Faculty Meeting Agendas to Review Results to Implement Improvement	RS CNA

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