Aledo Independent School District

McCall Elementary

Campus Improvement Plan

2020-2021

Mission Statement

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

The Aledo ISD Mission Statement:

Ensuring high levels of learning for all students

Motto:

"What begins here changes the world."

#McCallFamily #GrowingGreatness

Vision

Aledo ISD Vision Statement

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCall Elementary proudly serves 667 students (as of December 2019) in Kindergarten through 5th grade and is located in Willow Park, TX. It is one of five elementary schools in Aledo ISD. The ethnic representation is 0.1% African American, 14.2% Hispanic, 81.3% White, 0.6% American Indian, 0.7% Asian, 0.0% Pacific Islander, and 3.0% two or more races. 16.2% of the students at McCall are economically disadvantaged, 4.2% are English Language Learners (ELL), 9.7% participate in Special Education, and 13.1% of the population falls into the at-risk category. The students of McCall Elementary have an attendance rate of 96.6% each day, and staff is composed of teachers averaging 12.8 years of experience. There is a successful balance between academics, the arts, and extracurricular opportunities. Students in grades 4 and 5 grade students have the opportunity to participate in Student Council. A positive and supportive community of parents and an active PTO continue to contribute to McCall's success. The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in various meetings. McCall Elementary can be described as a welcoming, friendly learning community that promotes many school/family/community partnerships, has high instructional expectations, and has a wide variety of opportunities for students. McCall is growing in student population and has students with varying levels of economic backgrounds. The McCall student pledge ends with the phrase "what begins here changes the world," and teachers truly believe that all students can learn and become life-long learners. Specific attention is given to student achievement through balanced literacy, interactive technology, Thinking Maps, Write From The Beginning and Beyond, formal and informal assessments, small group differentiated instruction, and teachers meeting weekly in Collaborative Teams.

Demographics Strengths

Strengths:

- 100% of core classroom teaching staff are ESL Certified and Highly Qualified
- The various student populations of McCall are supported not only through the academic instructional dedication of teachers but also through the social support provided by various community organizations and extracurricular opportunities after school
- High level of parental involvement

Needs:

- We need to continue to find ways to connect with our ELL families
- We need to continue planning for future growth in the district
- We need to continue reaching families of all children at our campus

Student Achievement

Student Achievement Summary

According to data from the state released in August 2019, McCall Elementary received an A in the School Overview, an A in Student Achievement, an A in School Progress, and an A in Closing the Gaps as based on state accountability results. The accountability rating for the campus was based on student performance on the state assessment in reading, writing, math, and science. Student groups included in accountability were All Students, Hispanic, White, and Economically Disadvantaged. McCall received distinctions in the areas of science, top 25% of Academic Growth, and post-Secondary Readiness. STAAR Data for the 2019-2020 school year is unavailable due to the cancellation of Spring STAAR administration.

McCall Elementary teachers continue to improve their use of formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet the needs of the diverse learners. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers have the autonomy to adjust the content of lessons, the process of learning, and student products to differentiate for student needs. In addition, the increased use of instructional technology has created an interactive learning environment for all students.

Identified areas of improvement include aligning instructional goals with the state testing standards, teaching to the depth of the state standards, and using Curriculum Based Assessments to analyze student data. Raising the rigor of student critical thinking, increasing the relevance of student learning experiences, and improve their ability to write across content areas, as well as making a year's worth of growth will be the main focus areas. Staff development and vertical alignment will be utilized to meet these goals. McCall Elementary staff will work together in collaborative teams each week to plan for interventions and extensions for students. Teachers will continue to use high yield instructional strategies (Fundamental 5, Thinking Maps, Write From the Beginning, and others.)

As a campus, we have implemented district instructional practices and developed processes that engage students through high quality instruction. The master schedule was developed to allow for intervention and student tutoring. Through the PLC at Work process, we are able to focus on the 4 questions:

1. What is it we want students to learn?

2. How will we know if each student learned it?

3. How will we respond if some students don't learn it?

4. How can we extend and enrich the learning for students who have demonstrated proficiency?

During tutoring, our staff works to strengthen skills and close learning gaps.

Student Achievement Strengths

Strengths:

- Available assessment data, DRA, IXL, and Lexia reports are used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students. Support programs are in place that are designed to help supplement and/or extend learning including Special Ed Co-Teach, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, IXL, Write from the Beginning and Beyond, and Lexia
- Instructional resources such as the literacy library and media center are utilized daily across the campus
- Technology and software sources are utilized including Promethean Boards, student Chromebooks and iPads, IXL Math, Lexia, Canvas, Seesaw, STEMScopes, and ClassFlow
- Staff members support all learners through mentoring, tutoring, and Just In Time Trainings
- Weekly collaborative team meetings allow for specific instructional design and training to support all students

Title I funds will be utilized for:

- $89,098 for an instructional specialist position and additional tutoring for students
- $11,993 will be used for summer school

Title II funds in the amount of $6,928 will be utilized for professional learning

Title III Funding will be utilized as students and staff needs are identified by campus ESL teachers in the following areas: $9,625 Tutoring/Intensified Instruction for English Learners; $5,000 Supplies for English Learners; $1000 professional development for ESL staff.

Title III Immigrant funds $5, 275 to support students who are new to the country or within their first three years in US schools.

Title IV funds in the amount of $20,985 will be utilized for Capturing Kids Hearts

Needs:

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, and ESL students in all core areas
- Continue to stress Critical Writing across all content areas through additional trainings
- Each student will make one year of growth in Reading and Math
- Continue to provide teacher training for the Co-teach Model

School Culture and Climate

School Culture and Climate Summary

Campus level teacher surveys were reviewed, along with parent and visitor informal feedback. Those surveys and informal feedback indicated that McCall has an overall positive climate and culture. Systems such as the weekly McCall Parent and Staff Memos, McCall Facebook Page, and Blackboard App communications have been put into place so that the participation percentages continue to increase, and participation in upcoming surveys will be strongly encouraged. Teacher surveys indicated that there was improved communication between campus administration and staff over the previous year.

School Culture and Climate Strengths

Strengths:

- District and school-wide safety procedures are in place and are regularly practiced by staff and students
- Student leadership and safety are encouraged through Student Council service projects and activities
- Watch DOGS and volunteers play a significant role in promoting school-wide expectations and building a warm and nurturing school environment. However, this program is limited due to current COVID safety protocols
- Campus provides student support activities such as Start with Hello, Comfort Dogs, Family Night at the Book Fair, etc. as available due to health restrictions
- Strategic campus recognition of student character qualities has been implemented by hosting informal breakfasts called McCall Character Cafe where parents are invited to celebrate their students (currently on hold due to COVID restrictions)

Needs:

- Encourage greater parent participation in the use of district provided online resources
- Continue working on consistency in campus procedures

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McCall Elementary has an experienced and highly qualified staff of 41 teachers, 4 professional support staff members, an Instructional Specialist, one half-time Early Literacy Specialist, one Special Education Faciliator, and one Speech Pathologist. This staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. McCall staff members participate in professional learning activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, formative assessment, frequent feedback, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS Training, TBSI Training, New Teacher Orientation, ESL Certification, Gifted and Talented Training, Fundamental 5 Training.

The committee reviewed the following:

- Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) and the requirement of maintaining 100% compliance.

- All teaching staff new to McCall will participate in district-wide Balanced Literacy training (K–2nd grade teachers), Write from the Beginning and Beyond training, and Thinking Maps training. Teachers with less than 3 years of experience are also required to have a campus mentor for 1 year.

- All teaching staff has obtained ESL certification.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% of teachers and staff members will attend district-wide staff development along with campus staff development offerings
- All grade level teachers are ESL certified
- Staff attends resaerch-based professional learning in instructional practices such as Balanced literacy, Fundamental 5, Thinking Maps, formative assessment, frequent feedback
- Teachers target instruction to meet campus and district goals
- Ventures, a structured Interview process, is used at each interview
- A committee consisting of administration and classroom teachers conduct interviews

Needs:

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately $6,928 allocated to McCall
- Increase in diversity of staff
- Promote intentional communications with Human Resources concerning future employment changes (ex. Notification of retirement as early as possible, change in school districts, changes in career)
- Additional training in RtI procedures for both behavior and academic needs

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and instruction at McCall are TEKS-based. McCall teachers will intentionally design instruction for students through embedding district required components: We will/I will/So that I Can, HOT (higher order thinking) questions, critical writing, and purposeful academic discussion. This year there will be an enhanced focus on high-yield formative assessment, frequent feedback, critical writing, and lesson framing in order to better align the campus instructional focus with the District Problem of Practice. The curriculum is aligned through the district scope and sequence. Interventions by support personnel such as the ESL teachers and Dyslexia teachers are structured for small group instruction and individual progress and success. Our campus instructional specialist also provides support in all areas.

A Balanced Literacy approach is implemented in all K-2 classes. Students are assessed to determine reading level and work towards progress in fluency and comprehension through small group guided reading, and writing and grammar skills are incorporated within the reading instruction. Phonics skills are taught using Fountas and Pinnell and Savvas materials. Grades 3-5 ELAR teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction. Numerous metrics are utilized to provide evidence of student achievement such as common assessments, Lexia, IXL, and DRA. Feedback from these tools allow teachers to tailor instruction to the individual needs of students.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Meeting in Professional Learning Community Collaborative Teams to collaborate with a Focus on Learning, A Collaborative and Collective Responsibility, and A Results Orientation
- Teachers believe in the District Instructional Focus and implement the initiatives consistently
- All grade level teaching staff, with the exception of new teachers this year, have participated in Instructional Rounds, either as someone who is observed, or someone observing, at least once during each semester. Due to COVID restrictions, Instructional Rounds will not be conducted during the 2020-2021 school year
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Assessment data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers

Needs:

- Continue to monitor academic progress for each student to ensure that all students are growing academically
- Continue to increase proficiency in writing across all grade levels and all content areas
- Continue to refine our campus RTI process
- Continue to increase rigor, learner engagement, and relevance in all classrooms
- Continue to refine extensions for students who have demonstrated proficiency

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Methods of parent communication and engagement include but are not limited to:

- Parent Link Messages - text and email
- Digital Marquee
- Weekly Principal's Newsletter
- Campus & Classroorm Facebook and Twitter pages
- Classroom Newsletters and SeeSaw accounts
- Parent Portal (grades and attendance)

Parents are provided many opportunities to become active participants in their child's education, including but not limited to:

- Kindergarten Meet the Teacher
- Virtual Fall Curriculum Night/Spring Open House
- Virtual Choir Concerts
- Monthly Movie with a Message (Family Movie Link)
- Dyslexia Awareness Month
- Start with Hello Week
- Virtual Book Fair (fall and spring)
- Kindergarten Round-Up
- Parent Reps on School Health Advisory Committee
- Student Council Service Projects
- PTO Food Drive
- Aledo PTO
- Coffee with the Counselor (virtual)
- Virtual Book Club

These opportunities will not be available for the 2020-2021 school year due to the current COVID restrictions:

- Fall Family Fun Night
- WatchDog Program
- McCall Ball
- McCall Runners' Club
- AdvoCats Run Walk or Crawl\Mother/Son spring activity
- Breakfast with Buddies for Kindergarten (formerly Muffins with Mom/Donuts with Dad)
- Grandparents Day breakfast (held over 2 days)
- Volunteer Appreciation Breakfast
- GrandCats grandparents organization
- Parent Information Center outside front office

Parent and Community Engagement Strengths

Strengths:

- Strong PTO partnerships - volunteers, lunchroom help, staff meeting snacks, quarterly luncheons, Teacher Appreciation Week activities, and many other projects
- Strong WatchDOGS program - male assistant principal leading the way, currently N/A due to COVID restrictions
- Connections mentoring program
- NHS tutors from AHS help students each week in building math confidence
- McCall College Connections with graduates from prior year
- Breakfast Buddies with former McCall students meeting with assigned kids in grades 1-5 each week, currently N/A due to COVID restrictions

Needs:

- Improve and increase parental involvement for our ELL, Hispanic and Economically Disadvantaged student groups
- Continue to solicit parent input and feedback on committees

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have ensured that each campus is financially stable and has the funding necessary to support school endeavors. Their support, along with the use of Title I funding, has given McCall the means of purchasing instructional materials and supplies in order to provide a sound educational environment and meet the needs of the children here. Teachers also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. The facility is well maintained based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance and technology requests are expedited through the Eduphoria and School Dude system. During the Summer of 2020, McCall received new classroom furniture with flexible seating arrangements, storage, and teacher workstations as a result of the most recent bond election.

School Context and Organization Strengths

There is a strong partnership between campus and district leadership. Better planning and overall organization has been developed by campus administration this year. The district facilities/operations director has been an invaluable addition as student population continues to increase across the district

Needs:

- Continue looking for ways to improve home-school partnerships
- Continue to encourage campus staff to engage in positive communication, while maintaining transparency, when interacting with district representatives

Technology

Technology Summary

Ongoing training will continue to be a need as new programs and equipment are utilized at McCall. Opportunities for the integration of new technology applications and programs is both welcomed and supported. The district technology specialist is frequently on campus and provides support in a timely fashion.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both ClassFlow and Active Inspire Software, as well as a campus-wide cart of 30 Chromebooks.

All teachers are using Promethean Boards effectively in their classrooms. New strategies are shared with colleagues.

District laptops were all refreshed during the Summer of 2020 and the district has ensured a seamless transition for staff from their previous devices to the new laptops via Google Drive.

Blackboard, Eduphoria, Parent Link, Social Media (Facebook and Twitter with #growinggreatness and #mccallfamily), Canvas, SeeSaw, and improved assessment instruments have been integrated into our campus practice. Google has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

Due to the high level of technology integration and performance across the district, students and teachers have been able to implement and execute hybrid and remote learning successfully with minimal interruptions in service.

The Aledo ISD technology department has always been most helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future. Our campus technician is timely and professional and is seen as a part of our school family.

Technology Strengths

Strengths:

- We have implemented a campus-wide initiative in using SeeSaw for grades Kindergarten through second grade as a communication platform and a student work portfolio. Ongoing usage and training will empower teachers and increase their confidence with the platform.

Needs:

- Continue to narrow the focus of campus-wide communications
- Multiple student learning platforms has led miscommunication and confusion during remote/hybrid learning.
- On-going yearly technology training for all staff including relevant content examples and modeling with feedback and follow-up
- Continue to train and support teachers in grades 3-5 with Canvas implementation

Priority Problem Statements

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McCall Elementary will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2021.

Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.	Reviews			
Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2021. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	**Formative**			**Summative**
	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McCall Elementary 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 2021.

    Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

    Summative Evaluation: None

Strategy 1: Teachers will implement Framing the Lesson in daily instruction.	Reviews			
Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2021.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 2: Teachers will implement Critical Writing in daily instruction.	Reviews			
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2021.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration	Dec	Feb	Apr	June
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: McCall Elementary will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time by June 2021.

    Evaluation Data Sources: Data from Daily Impact Walks and student artifacts from in person and the remote learning environment.

    Summative Evaluation: None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 98% of McCall Elementary collaborative teams school-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

    Summative Evaluation: None

Strategy 1: Collaborative Teams will:	Reviews			
	Formative			**Summative**
Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 98% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021.				
Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, 98% of McCall collaborative teams school-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

    Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			**Summative**
Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 98% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2021.				
Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 93% of McCall Elementary collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

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

    Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			**Summative**
Indicator#1: * have established an annual SMART goal and assess progress toward reaching the goal. * teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.	**Dec**	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 93% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021.
    Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
    Title I Schoolwide Elements: 2.4, 2.5, 2.6				

0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of McCall Elementary collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

    Summative Evaluation: None

Strategy 1: Collaborative Teams:
 	
Indicator#1:
*School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments.
*Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.
 	
    Strategy's Expected Result/Impact: 95% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021.
 	
    Staff Responsible for Monitoring: Collaborative Teams
    Instructional Specialists
    Campus Administration
 	
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
		Reviews		

		Formative		**Summative**
	Dec	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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: To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

Evaluation Data Sources: 100% of checked occupied classroom doors will remain opened and locked, and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.

Summative Evaluation: None

Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus districtwide every week and maintain documentation.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff	0%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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: McCall Elementary communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

> **Evaluation Data Sources:** COVID positive case notification letters, quarantine notification letters, district dashboard
>
> **Summative Evaluation:** None

Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day.	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. **Staff Responsible for Monitoring:** Executive Director of Student Services Director of Communications Lead Nurse	0%	0%	0%	
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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 3: In an effort to mitigate the impact of COVID -19 in the McCall facilities, the McCall Elementary will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

> **Evaluation Data Sources:** Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly
> Reports from the custodial app
>
> **Summative Evaluation:** None

Strategy 1: 1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.	Reviews			
	Formative			**Summative**
	Dec	**Feb**	**Apr**	**June**
	0%	0%	0%	

Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff.
2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms.
3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.

Staff Responsible for Monitoring: CFO
Director of Construction and Facilities

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In the Comprehensive Needs Assessment I included the 8 components including:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent and Community Engagement
- School Context and Organization
- Technology

All data sources used are reflected on the data checklist.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Plan was developed August through September stakeholders developed and reviewed the plan.

2.2: Regular monitoring and revision

The plan will be monitored by stakeholders during the following months December, February, April, and June.

2.3: Available to parents and community in an understandable format and language

The plan will be presented at the October Board meeting for the board to review and accept. After the plan has been accepted it will be translated to both English and Spanish and posted on the Aledo and McCall websites.

2.4: Opportunities for all children to meet State standards

Frequent data reviews will be made to make sure progress occurs. Data sources include but are not limited to: IXL, MClass, Lexia, CBA,

DRA, 504, Special Education ARDS, RTI, etc.

2.5: Increased learning time and well-rounded education

Students who are identified will receive instruction based on their needs.

2.6: Address needs of all students, particularly at-risk

Identified students will be served through RTI, GT, 504, Special Education ARDS, small group instruction during a designated time (WIN).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Involvement Plan was reviewed and posted on the district website in June. Parent Involvement includes:

- Title 1 Parent Meeting
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - Virtual

Other programs held within the school day and after school.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Meetings are held throughout the year including:

- Title 1 Parent Meeting - Virtual
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - virtual

Other programs held within the school day and after school.

Campus Planning Committee

Committee Role	Name	Position
Administrator	Jake Bean	Administrator
Administrator	Amy Sadler	Administrator
Classroom Teacher	Jennifer May	Kindergarten
Classroom Teacher	Stacey Utley	First Grade
Classroom Teacher	Julie Johnson	Second Grade
Classroom Teacher	Michelle Johnson	Third Grade
Classroom Teacher	Andrea Ferreira	Fourth Grade
Classroom Teacher	Lori Harbuck	Fifth Grade
Parent	Emery Harbuck	Parent
Parent	Aimee Baskin	parent
Paraprofessional	Cathie Deluane	Paraprofessional
Community Representative	Beth Harris	Community Member
Business Representative	Moore Mike	Business Owner
Classroom Teacher	Liz Garcia	DWEIC rep - third grade
Classroom Teacher	Carol Rodgers	DWEIC Rep - ESL
Community Representative	Edward Donnelly	Community Member
Business Representative	Matt Chappell	Business Owner