



# 2011-2012 Campus Improvement Plan

## McCall Elementary

Aledo Independent School District

### Site Based Decision Making Team Members

|                  |                            |
|------------------|----------------------------|
| Stacey Utley     | Kindergarten               |
| Susan Wilson     | First Grade                |
| Lynda Kunkel     | Second Grade               |
| Darrell LeJeune  | Third Grade                |
| Lee Ann Griffith | Fourth Grade               |
| Wendy Daniel     | Fifth Grade                |
| Corey Sylvis     | Special Education          |
| Melinda Skiles   | Specialist / Support Staff |
| Julie Choate     | Assistant Principal        |
| Jason Beaty      | Principal                  |
| Stacey Peacock   | Parent                     |
| Tammy Deegear    | Parent                     |
| Allen Henard     | Community Member           |
| Michael Caldwell | Business Representative    |

### Mission Statement

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

### Motto

What Begins Here Changes the World

Last Updated: 10/11/2011

# 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 2011-2012 school year.

| <u>Funding Source</u>     | <u>Amount</u> |
|---------------------------|---------------|
| Title I, Part A (Campus)  | \$2170.00     |
| Title II, Part A (Campus) | \$6918.00     |
| Title III (District)      | \$11,394.00   |
| State Compensatory Ed.    | \$59,300.00   |

### 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.

**Last Updated: 10/11/2011**

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

## 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 – 5<sup>th</sup> Grade campus in the Aledo Independent School District and is physically located in the community and city limits of Willow Park, Texas at 400 Scenic Trail. There are currently 22 classroom teachers, including 1 special education functional academics teacher, 7 professional support teachers (music, physical education, science lab, content mastery / resource, literacy & math (2 teachers job sharing), librarian, computer lab), 1 principal, 1 assistant principal, 1 counselor, 1 nurse, 1 diagnostician (shared with another campus), 1 speech teacher, 1 GT teacher (shared between multiple campuses), 1 ESL teacher, 6 paraprofessionals ( 4 are special education), 1 PEIMS clerk, and 1 secretary / receptionist. The average years of experience for professional staff is 9.8 years with 4.6 being in the Aledo I.S.D..

McCall has a total enrollment of 476 students currently. The student population is ethnically represented by 1% African American, 15% Hispanic, 81% White, 1% Asian Pacific Islander, and less than 1% of the students Native American. 15% of the student population is economically disadvantaged, 5% are Limited English Proficiency (LEP), and 18% are identified as at risk. 4% of our students qualify for English as a Second Language (ESL) instruction, 3% qualify for the Gifted and Talented (GT) program, and 7% have been identified as Special Education (SPED).

### Strengths:

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

### Needs:

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

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## School Context and Organization Narrative

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

MSBDM reviewed and discussed school profile questions as related and presented from the SEDL to help guide the focus and direct the strengths and areas of concern for McCall. The committee also used the surveys provided in May 2011 to staff and parents both from the district and the campus to help with further identification of teaching satisfaction, collaboration, instructional focuses, campus goals, parent involvement, technology needs, and school and campus climate. The committee reviewed benchmarks and assessments and made recommendations as identified in the student needs and instructional areas of the comprehensive Needs Assessment (CNA).

MSBDM reviewed the participation ratio of staff and parents with regards to surveys and discussed the importance of participation in these opportunities. The committee reviewed the MSBDM required meeting dates of four times during the year. **June 9, 2011 August 18, 2011, December 6, 2011, and March 7, 2012.** The committee also discussed the use of unplanned meetings that may need to be called. It was agreed that as much notice as possible should be given for these meetings.

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

### Strengths:

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

### Needs:

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

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## 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.

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

2010-2011 State Assessment Data

|                                   | Reading | Commented | Math | Commented | Writing | Commented | Science | Commented |
|-----------------------------------|---------|-----------|------|-----------|---------|-----------|---------|-----------|
| <b>All Students</b>               | 96%     | 45        | 95%  | 30        | 92%     | 22        | 96%     | 69        |
| <b>African American</b>           | 100%    | 50        | 100% | 0         | 100%    | 0         | 100%    | 0         |
| <b>Hispanic</b>                   | 88%     | 44        | 82%  | 49        | 90%     | 20        | 89%     | 65        |
| <b>White</b>                      | 98%     | 46        | 97%  | 52        | 91%     | 23        | 98%     | 71        |
| <b>Economically Disadvantaged</b> | 80%     | 28        | 82%  | 30        | 83%     | 20        | 71%     | 25        |

### Strengths:

Student achievement is improving and teachers continue to adjust teaching styles and methods to reach all student populations. Our All students groups in TPRI, State Assessment, and DRA continue to be consistent. The percentage of students receiving commended performance on the state assessment has increased.

### Needs:

Increased student achievement in all academic areas for our student groups, especially economically disadvantaged and Hispanic, on State Assessment, TPRI, and DRA. To increase the percentage of commended performance to above 70% in all tested areas with all student groups.

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## **Curriculum, Instruction & Assessment Narrative**

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

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

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

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

Students in grades K-2 reading needs are assessed with TPRI 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 TPRI and DRA levels are reported to parents through letters, conferences and report cards after each assessment is completed. The information is also disaggregated with campus administrators as well as the Literacy and Math specialist (L&M).

Students in grades 3-5 reading, math, science, and writing needs were assessed two times (one time per semester) using State Assessment released test.

Students' needs were also discussed with parents on two different occasions during an early release Parent / Teacher Report Card Performance Conference.

McCall Elementary hosted a Kindergarten roundup March 21 – March 25 with extended hours available on March 22. Parents were required during this open registration time to sign the student up for a kindergarten screening with the counselor using the Phelps Kindergarten Screening assessment. The results from these screenings were then used by campus administration to determine readiness and for balancing classroom placements. This data was then shared with kindergarten teachers August 18, 2011 for their review.

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**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 commended performance recognition on state assessments.

**School Culture & Climate Narrative**

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

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

**Strengths:**

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

**Needs:**

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

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## **Technology Narrative**

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

MSBDM reviewed and discussed technology inventory for the campus available for staff and students. Each professional staff member has a laptop and every classroom has a document camera, projector, SMART Board, 4 student computers, and a multi-media cart. The campus has 4 mobile labs with 25 student laptops in each cart for a total of 100 student laptops. The mobile labs are checked-out through the library on a first come first serve basis. There is also one distance learning cart that may be checked-out through the library as well. Our librarian is the resource person for scheduling distance learning experiences that follow grade level TEKS and scope and sequences. Each grade level as well as the library, computer lab, and science lab have one set of 25 Student Response Systems (clickers). McCall has a computer lab that uses NCS Pearsons SuccessMaker computer assisted instruction program that is web based. In the lab there are 30 student computers. The library has 12 student stations that may be used for research and student projects as well as library check-out.

Other technology resources available include:

- ☛ ID Badge Door Access
- ☛ Security Cameras
- ☛ Raptor System
- ☛ Alert Now
- ☛ Parent Portal
- ☛ McCall Shared Drive (staff network drive)
- ☛ McCall Shared Campus Calendar
- ☛ McCall Technology Committee

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

Strengths:

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Access to equipment, materials, and software.

#### Needs:

Development of Technology Campus Plan and continued staff development.

### **Family & Community Involvement**

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

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

MSBDM reviewed the data collected by parent and staff surveys and used the information collected from the staff surveys provided by the district as well as the campus to help guide the needs of all five areas of the comprehensive needs assessment. The committee also used the staff survey created by the campus administration to help determine the quality, strengths and areas of concern for communication, school and community relationships, academic progress, student and staff recognition, safety, instruction, student behavior, and comments / suggestions.

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

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

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

- ✿ Meet the Teacher *August 18, 2011*
- ✿ Curriculum Night *September 2, 2011*
- ✿ WatchDog Kick off & Pizza Party for dads and students *September 13, 2011*
- ✿ WatchDog Program

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- ☘ Father Daughter Dance Spring 2012
- ☘ Mother Son Kickball Tournament Spring 2012
- ☘ Muffins with Mom May 2012
- ☘ Date with Dad September 30, 2011
- ☘ Report Card Conferences March 1, 2012
- ☘ Book Fair October 24-28, 2011 & Spring 2012
- ☘ Kindergarten Round-Up Spring 2012
- ☘ Volunteer Appreciation Breakfast May 2012
- ☘ WatchDog Moms Night Out December 2011

- ☘ McCall Campus Committee Meetings (MCC) June 9, 2011, Dec 6, 2011, March 7, 2012
- ☘ Parent Reps on School Health Advisory Committee (SHAC)
- ☘ Parent Reps on District Wide Educational Improvement Committee (DWEIC)
- ☘ McCall Runners' Club March 2012
- ☘ Student Council Service Projects each 6 weeks
- ☘ PTO Food Drive October 2011
- ☘ Aledo PTO

#### Strengths:

Outside school hours family involvement opportunities and WATCH Dog program

#### Needs:

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

#### Staff Quality, Recruitment & Retention Narrative

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

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

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

The committee reviewed the requirements that all new McCall teaching staff will participate in the district wide Aledo Writing Process (this was suspended for the 2011 summer due to participant numbers), TPRI training Balanced Literacy training (kindergarten – second grade new teachers) and Reading Academies (kindergarten – 5<sup>th</sup> grades). New teachers are also required to have a campus mentor for 2 years. The mentor program uses the Texas Beginning Educator Support System (TxBESS) model.

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

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

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

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

#### **Strengths:**

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

#### **Needs:**

Continued support of new teachers and mentor teachers during the first few years of being hired. Providing teachers with continued Rtl 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.

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2011-2012 School Year

All Strategies/Action Steps are scheduled to be completed during the 2011-2012 school year.

| Goal #1: Student achievement<br>Objective: Increase achievement for all student and eliminate achievement gaps between student groups in <i>Reading and Writing</i>        |                         |                                                                                                                                                                                                   |                                                                |                                                                                |                                                       |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------|--------------------------|
| Strategies/Action Steps                                                                                                                                                    | Person(s) Responsible   | Resources                                                                                                                                                                                         | Benchmark Timeline                                             | Evidence of Implementation                                                     | Evidence of Impact                                    | Title I S.C.             |
| Evaluate previous years state assessment performance to assess student's needs in grades 3-5.                                                                              | CA, CS                  | TEA Report, AEIS Report, Eduphoria Data                                                                                                                                                           | June 2011<br>Aug. 2011                                         | SAM                                                                            | State Assessment Scores                               | CNA, RS, A               |
| Achieve at least 90% state assessment reading and writing scores for all students in grades 3-5 by utilizing a variety of instructional methods based on identified needs. | CA, CS                  | SuccessMaker, Literacy & Math Class Personnel SCE \$ 59,300 1 FTE (2 staff), Benchmark Data, Texas Primary Reading Inventory (TPRI), Balanced Literacy, Eduphoria Data, Tutorials, AEIS Data, DRA | June 2012 (when initial State Assessment results are released) | State Assessment Scores, AEIS Report, Eduphoria Data                           | State Assessment Scores                               | CNA, RS, HQ, PD, A, M, C |
| Meet or exceed AYP targets for all students and student groups using a variety of instructional methods based on identified student needs.                                 | CA, CS,                 | Success Maker, Literacy & Math Class SCE \$ 59,300., Benchmark Data, TPRI, Balanced Literacy, Eduphoria Data, Tutorials, AEIS Data, DRA                                                           | July 2012 (when initial AYP results are released to schools)   | AYP Report                                                                     | AYP Report / Data                                     | CNA, RS, HQ, PD, A, M, C |
| Writing will be used daily in grades K-5 to improve / maintain student and student groups performance on the state assessment for writing when tested at grade 4           | CA, CS                  | Aledo Writing Process, Write Traits                                                                                                                                                               | Weekly (lesson plan checks and classroom observations)         | State Assessment Scores, AEIS Report, Lesson Plans, Student Writing Portfolios | State Assessment Scores Writing 4 <sup>th</sup> Grade | CNA, RS, HQ, PD, A, M, C |
| Monitor student performance on Texas Primary Reading Inventory (TPRI) Beginning, Middle, and End of Year administrations                                                   | CA, K,1, & 2 Staff, L&M | TPRI Assessments                                                                                                                                                                                  | Sept. 2011<br>Jan. 2012<br>April 2012                          | TPRI Data Sheets, L&M TPRI Meeting with teachers                               | TPRI Results, L&M Roster, Summer School Attendance    | CNA, RS, A               |
| Use ongoing assessments to monitor students progress in reading and writing                                                                                                | CA, CS                  | DRA, TPRI, SuccessMaker Lab, Writing Portfolios, Eduphoria Data, STAR Reading Assessment                                                                                                          | Weekly                                                         | DRA Data, TPRI Data, Eduphoria Data, SuccessMaker Data, STAR Reading Data      | TPRI, DRA, State Assessment Results                   | CNA, RS, A               |

Last Updated: 10/11/2011

**Title I Schoolwide Components:** CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs  
**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, State Assessment = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing  
**Persons Responsible:** CA = Campus Administration, CS = Campus Staff, GT = GT Teacher/ Specialist, GTC = GT Coordinator, L&M = Literacy & Math Teacher/ Specialist, SBC = Site-Based Committee, ESL = ESL Teacher / Specialist, DA = District Administration, SSD = Summer School Director, SSCA = Summer School Campus Admin, SSS = Summer School Staff, MT = Mentor Teacher, SC = School Counselor, SLT = Science Lab Teacher, SET = Spec Educ. Teacher, ARDC = Admission Review & Dismissal Committee, SED = Special Education Director, RSS = Related Services Staff, TS = Technology Staff  
**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

**Goal #1: Student achievement**  
**Objective:** Increase achievement for all student and eliminate achievement gaps between student groups in *Reading and Writing*

| Strategies/Action Steps                                                                                                                                                                                                  | Person(s) Responsible | Resources                                                                                                                                                                                                | Benchmark Timeline                                        | Evidence of Implementation                                                                                                                                                                                                                      | Evidence of Impact                                                | Title I S.C.             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------------------|
| Identify and remediate state assessment reading and writing skills for students by student groups in a non-discriminating way                                                                                            | CA, CS                | TEA Report, AEIS Report, Released Test, Eduphoria Data, TPRI, DRA s, STAR Testing, Accelerated Reader (AR)                                                                                               | June 2011<br>Aug. 2011                                    | DRA Data, TPRI Data, Eduphoria Data, Successmaker Data, AR Data and goals                                                                                                                                                                       | State Assessment Scores, AEIS Report                              | CNA, RS, A               |
| Students tested in TELPAS will show 1 years growth each year in listening, speaking, reading and writing.                                                                                                                | CA, CS, DA, ESL       | Title III Funds \$11,394 ESL Teachers, L&M Teachers SCE \$ 59,300 1 FTE (2 staff), Benchmark Data, TPRI, Success Maker, Supplemental Materials, Balanced Literacy, Eduphoria Data, DRA, Star Reading, AR | June 2012<br>(when TELPAS results are released)           | TELPAS Comprehensive Report, AYP Results, AEIS Data                                                                                                                                                                                             | TELPAS Results                                                    | CNA, RS, HQ, PD, A, M, C |
| Provide summer school extended year services for identified students. K-5 <sup>th</sup> grade for reading                                                                                                                | SSD, SSCA, SSS        | ARI Funds, Title I Funds \$60,000, Local Funds, Supplemental Materials                                                                                                                                   | June 2012<br>(summer school roster and schedule are set)  | Extended School Year enrollment and attendance records. ESY progress reports, Master Schedule, Expenditure Reports, State Assessment Confidential Student Reports, Texas Primary Reading Inventory (TPRI), Accelerated Instructional Plan (AIP) | Summer School Attendance, Reports, and Schedule                   | HQ, A, M, C              |
| Meet or exceed Gold Performance Acknowledgment Standards for the percentage of examinees scoring at or above commended performance on state assessment as identified on the Academic Excellence Indicator System (AEIS). | CA, CS                | Success Maker, Supplemental Materials, Eduphoria Data, tutorials                                                                                                                                         | June 2012                                                 | Successmaker lab attendance, tutorial attendance, Eduphoria data                                                                                                                                                                                | AEIS Report compared yearly, State Assessment Results             | CNA, RS, HQ, PD, A, M, C |
| Monitor and support differentiated instruction/learning opportunities for identified students                                                                                                                            | CA, CS                | GT, GT, SED, SE, CS, ESL Director, ESL, Dyslexia Coordinator, Dyslexia Campus Staff, Campus Rtl Team, Campus Staff, Title I Funds \$2170, Title II Funds \$6918, Supp Materials, SuccessMaker lab        | Weekly<br>(lesson plan checks and classroom observations) | AEIS Report and PBMAS Report compared yearly, Lesson Plans, GT Differentiation Documentation Form                                                                                                                                               | AEIS Report, State Assessment Results, TPRI Results, DRA Results, | CNA, RS, HQ, A, M, C     |

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

| <b>Goal #1: Student achievement</b><br><b>Objective: Increase achievement for all student and eliminate achievement gaps between student groups in Reading and Writing</b>   |                       |                                                                                                                                                                                                                     |                    |                                                                                                                    |                                                                                                |                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------|
| Strategies/Action Steps                                                                                                                                                      | Person(s) Responsible | Resources                                                                                                                                                                                                           | Benchmark Timeline | Evidence of Implementation                                                                                         | Evidence of Impact                                                                             | Title I S.C.             |
| Increase the percent of students scoring 3 or 4 on state assessment written compositions with all student Kindergarten - Fifth grade writing daily across all content areas. | CA, CS                | Aledo Writing Process, Write Traits, Writing Portfolios, Supplemental Materials, Tutorials                                                                                                                          | June 2012          | AEIS Report compared yearly for each student group                                                                 | State Assessment Results                                                                       | CNA, RS, HQ, PD, A, M, C |
| Use district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.                                       | AR                    | Success Maker, Literacy & Math Class SCE \$ 59,300 1 FTE (2 staff), Supplemental Materials, Title I Funds \$2170, Tutorials, Texas Primary Reading Inventory (TPRI), Benchmarks, Performance Based Monitoring (PBM) | 2 x per 6 weeks    | Campus documentation of RtI Plan and progress monitoring data for individual students, SAM, RtI Committee Schedule | RtI Committee Agenda, Student RtI folders, RtI Observation Sheets, Referrals both SPED and 504 | CNA, RS, HQ, PD, A, M, C |
|                                                                                                                                                                              |                       |                                                                                                                                                                                                                     |                    |                                                                                                                    |                                                                                                |                          |

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**Last Updated: 10/11/2011**

**Goal #1: Student achievement**  
**Objective:** Increase achievement for all student and eliminate achievement gaps between student groups in *Math*

| Strategies/Action Steps                                                                                                                                                                          | Person(s) Responsible | Resources                                                                                                          | Benchmark Timeline                                                | Evidence of Implementation                                                                                                                                                                                             | Evidence of Impact                                                                             | Title I S.C.             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------|
| Evaluate previous years state assessment performance to assess student's needs in grades 3-5.                                                                                                    | CA, CS                | TEA Report, AEIS Report, Released Test, Eduphoria Data                                                             | June 2011<br>Aug. 2011                                            | SAM                                                                                                                                                                                                                    | State Assessment Scores                                                                        | CNA, RS, A               |
| Improve or maintain State Assessment math skills for all students and student groups at or above 90% utilizing a variety of instructional methods based on identified student performance needs. | CA, CS                | Success Maker, Supplemental Materials, Tutorials, Eduphoria, STAR Math Assessments, TMSDS                          | June 2012<br>(when initial State Assessment results are released) | AEIS Report, tutorial attendance, STAR Math Usage Report, SuccessMaker Attendance Report, TMSDS reports                                                                                                                | State Assessment Scores                                                                        | CNA, RS, HQ, PD, A, M, C |
| Meet or exceed AYP targets for all students and student groups utilizing a variety of instructional methods based on identified student performance needs.                                       | CA, CS                | Success Maker, Supplemental Materials, Tutorials, STAR Math Assessments, Eduphoria, TMSDS                          | July 2012<br>(when initial AYP results are released to schools)   | AYP Report, tutorial attendance, STAR Math Usage Report, SuccessMaker Attendance Report, TMSDS reports                                                                                                                 | AYP Report / Data                                                                              | CNA, RS, HQ, PD, A, M, C |
| Utilize a district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.                                                     | CA, CS                | Title I Funds \$2170, Success Maker, Supplemental Materials, Tutorials, STAR Math, TMSDS                           | 2 x per 6 weeks                                                   | Campus documentation of RtI Plan and progress monitoring data for individual students, SAM, RtI Committee Schedule, TMSDS reports                                                                                      | RtI Committee Agenda, Student RtI folders, RtI Observation Sheets, Referrals both SPED and 504 | CNA, RS, HQ, PD, A, M, C |
| Meet or exceed Gold Performance Acknowledgment Standards for the percent of examinees scoring at or above commended performance on State Assessment math.                                        | CA, CS                | Success Maker, Supplemental Materials, Eduphoria Data, tutorials, Benchmark testing, Supplemental Materials, TMSDS | June 2012                                                         | Successmaker lab attendance, tutorial attendance, Eduphoria data, TMSDS reports                                                                                                                                        | AEIS Report compared yearly, State Assessment Results                                          | CNA, RS, HQ, PD, A, M, C |
| Provide summer school extended year services for identified students. 4-5 <sup>th</sup> grade                                                                                                    | SSD, SSCA, SSS        | ARI Funds, Title I Funds \$60,000, Local Funds, Supplemental Materials                                             | June 2012<br>(summer school roster and schedule are set)          | Extended School Year enrollment and attendance records, ESY progress reports, Master Schedule, Expenditure Reports, State Assessment Confidential Student Reports, Texas Primary Reading Inventory (TPRI), Accelerated | Summer School Attendance, Reports, and Schedule                                                | HQ, A, M, C              |

**Last Updated: 10/11/2011**

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|  |  |  |  |  |                          |  |
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|  |  |  |  |  | Instructional Plan (AIP) |  |
|--|--|--|--|--|--------------------------|--|

### Goal #1: Student achievement

Objective: Increase achievement for all student and eliminate achievement gaps between student groups in *Math*

| Strategies/Action Steps                                                                       | Person(s) Responsible | Resources                                                                                                                                                                                                  | Benchmark Timeline                                     | Evidence of Implementation                                                                                       | Evidence of Impact                                                | Title I S.C.         |
|-----------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------|
| Monitor and support differentiated instruction/learning opportunities for identified students | CA, CS                | GTC, GT, SED, SE, CS,, ESL Director, ESL, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff, Title I Funds \$2170, Title II Funds \$6918, Supp Materials, Successmaker lab, TMSDS | Weekly (lesson plan checks and classroom observations) | AEIS Report and PBMAS Report compared yearly, Lesson Plans, GT Differentiation Documentation Form, TMSDS reports | AEIS Report, State Assessment Results, TPRI Results, DRA Results, | CNA, RS, HQ, A, M, C |
|                                                                                               |                       |                                                                                                                                                                                                            |                                                        |                                                                                                                  |                                                                   |                      |

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

**Goal #1: Student achievement**  
**Objective:** Increase achievement for all student and eliminate achievement gaps between student groups in *Science & Social Studies*

| Strategies/Action Steps                                                                                                                                                                             | Person(s) Responsible | Resources                                                                                                                                                                         | Benchmark Timeline                                                | Evidence of Implementation                                                                                                        | Evidence of Impact                                                                             | Title I S.C.             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|--------------------------|
| Evaluate previous years science state assessment performance to assess student's needs in grades 3-5.                                                                                               | CA, CS                | TEA Report, AEIS Report, Released Test, Eduphoria Data                                                                                                                            | June 2011<br>Aug. 2011                                            | SAM                                                                                                                               | State Assessment Scores                                                                        | CNA, RS, A               |
| Improve or maintain State Assessment science skills for all students and student groups at or above 90% utilizing a variety of instructional methods based on identified student needs at grades 5, | CA, CS                | Elementary Science Lab Teachers, Supplemental Materials, Benchmark Data, Tutorials, Eduphoria, TMSDS, Tutorials                                                                   | June 2012<br>(when initial State Assessment results are released) | AEIS Report, tutorial attendance, Science Lab Attendance, TMSDS reports                                                           | State Assessment Scores                                                                        | CNA, RS, HQ, PD, A, M, C |
| Meet or exceed Gold Performance Acknowledgment Standards for the percent of examinees scoring at or above commended performance on State Assessment science.                                        | CA, CS                | Elementary Science Lab Teachers, Supplemental Materials, TMSDS, Tutorials                                                                                                         | July 2012<br>(when initial AYP results are released to schools)   | AYP Report, tutorial attendance, Science Lab Attendance, TMSDS reports                                                            | AYP Report / Data                                                                              | CNA, RS, HQ, PD, A, M, C |
| Utilize a district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.                                                        | CA, CS                | Title I Funds \$2170, Success Maker, Supplemental Materials, Tutorials, STAR Math, TMSDS                                                                                          | 2 x per 6 weeks                                                   | Campus documentation of RtI Plan and progress monitoring data for individual students, SAM, RtI Committee Schedule, TMSDS reports | RtI Committee Agenda, Student RtI folders, RtI Observation Sheets, Referrals both SPED and 504 | CNA, RS, HQ, PD, A, M, C |
| Monitor and support differentiated instruction/learning opportunities for identified students                                                                                                       | CA, CS                | GTC, GT, SED, SE, CS., ESL Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff, Title I Funds \$2170, Title II Funds \$6918, Supp Materials, TMSDS                  | Weekly<br>(lesson plan checks and classroom observations)         | AEIS Report and PBMAS Report compared yearly, Lesson Plans, GT Differentiation Documentation Form, TMSDS reports                  | AEIS Report, State Assessment Results                                                          | CNA, RS, HQ, A, M, C     |
| K-5 Teachers will assist in strengthening science and social studies TEKS through various resources.                                                                                                | CA, CS                | FOSS science kits, daily oral geography, weekly reader & scholastic news, technology based programs, field trips, AIMS, Steve Spangler science labs, distance learning, Discovery | Weekly<br>(lesson plan checks and classroom observations)         | Lesson plans, observations, experiments, assessments                                                                              | AEIS Report, State Assessment Results,                                                         | RS, A, M                 |

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

|  |         |  |  |  |
|--|---------|--|--|--|
|  | Science |  |  |  |
|--|---------|--|--|--|

**Goal #1: Student achievement**  
**Objective:** Increase achievement for all student and eliminate achievement gaps between student groups in *Science & Social Studies*

| Strategies/Action Steps         | Person(s) Responsible | Resources                                   | Benchmark Timeline                                                                          | Evidence of Implementation                                                              | Evidence of Impact                                                | Title I S.C. |
|---------------------------------|-----------------------|---------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------|--------------|
| Provide science lab experiences | CA, CS, SLT           | Science lab, science materials, local funds | 5 <sup>th</sup> grade daily, 4 <sup>th</sup> grade 2 x per week, K-3 3 x per grading period | Completed labs, lesson plans, assessments, science lab schedule, science lab attendance | AEIS Report, State Assessment Results, Science Assessment Results | RS, A        |
|                                 |                       |                                             |                                                                                             |                                                                                         |                                                                   |              |

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

**Last Updated: 10/11/2011**

**Goal #1: Student achievement**  
**Objective:** Identify student needs and intervention services for *special education students* to increase student achievement in all core content areas.

| Strategies/Action Steps                                                                                                                                                                               | Person(s) Responsible       | Resources                                                                                                                                                                                                                            | Benchmark Timeline                                             | Evidence of Implementation                                                                                  | Evidence of Impact                                                                  | Title I S.C.                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------|
| The percentage of special education students participating in all State Assessment tests will remain at or above state average and No Child Left Behind (NCLB) requirements (1%/2%).                  | CA, SET, CS, ARDC           | Reading/Math Lab (Success Maker), Literacy & Math Class, District Special Education Programs, Supplemental Materials, Tutorials, Eduphoria                                                                                           | June 2012 (when initial State Assessment results are released) | PBMAS and SPP Reports compared yearly, ARD Records, IEPS                                                    | ARD Records, AEIS Data, TPRI Data, DRA Data, State Assessment Results               | CNA, RS, HQ, PD, PI, A, M, C |
| Increase the percentage of special education students demonstrating mastery in all content areas tested by state assessments.                                                                         | CA, SET, CS, ARDC           | Reading/Math Lab (Success Maker), Literacy & Math Class, District Special Education Programs, Supplemental Materials, Tutorials, Eduphoria, TPRI Results, IDEA Federal Funds for Staff Development, Equipment, Supplies, DRA Results | June 2012 (when initial State Assessment results are released) | PBMAS and SPP Reports compared yearly, ARD Records, IEPS                                                    | ARD Records, AEIS Data, TPRI Data, DRA Data, State Assessment Results               | CNA, RS, HQ, PD, A, M, C     |
| Consider related services for each student with disabilities through a team approach and provide a variety of service delivery options.                                                               | CA, SET, CS, RSS, ARDC      | Supplemental Materials and Staff, Individuals with Disabilities Education Act-Federal Funds, ARD Committee                                                                                                                           | As each ARD occurs                                             | Public Education Information Management System (PEIMS) and Admission, Review, Dismissal (ARD) records, IEPS | ARD Records, AEIS Data, TPRI Data, DRA Data, State Assessment Results               | CNA, HQ, PI, T, A, C         |
| Consider a continuum of placement options, supplementary aides and services based upon the student's needs and Individual Education Plan (IEP) results in least restrictive placement of the student. | CA, SED, SET, CS, ARDC, RSS | District Special Education Programs and Services, Contracted Placement Option, Shared Service Agreements, Individuals with Disabilities Education Act-Federal Funds                                                                  | As each ARD occurs                                             | Public Education Information Management System (PEIMS) and Admission, Review, Dismissal (ARD) records, IEPS | ARD Records, AEIS Data, TPRI Data, DRA Data, State Assessment Results, 125 % Report | CNA, RS, HQ, PD, PI, T, C    |
| A team of qualified personnel and parent(s) use re-evaluation process and assessment results regarding instructional implications.                                                                    | CA, SET, CS, ARDC           | SE Staff, Federal Funds                                                                                                                                                                                                              | As each ARD occurs                                             | ARD Documentation, ARD Schedule                                                                             | ARD Records,                                                                        | CNA, RS, HQ, PD, PI, A       |

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

**Goal #1: Student achievement**  
**Objective: Enhance instruction and services for *Gifted and Talented***

| Strategies/Action Steps                                                                                                             | Person(s) Responsible | Resources                                                                                                                           | Benchmark Timeline                                              | Evidence of Implementation                                                                                                                                                              | Evidence of Impact                                                        | Title I S.C. |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------|
| Provide GT training annually for teachers, administrators and counselors according to the Texas State Plan for Gifted and Talented. | GTC, GT               | Local Funds, GT Summer Institute, College Board Workshops, Region XI, Reimbursement from State (AP & Pre-AP) for Attending Training | Fall (Sept – Nov) 2011<br>June, July, Aug 2012                  | AISD Staff Development Schedules, Sign-In Sheets, Staff Development Evaluations, Participant Certificates, Campus Documentation of GT Hours per GT Teacher, Administrator and Counselor | Lesson Plans, Classroom Observation AEIS report, State Assessment Results | PD, C        |
| Provide specialized classes for identified GT students and cluster GT students in classes.                                          | GTC, CA, GT           | PEIMS Data, GT Budget, GT Assessment Data                                                                                           | Weekly                                                          | Homeroom Rosters, GT Program Rosters, GT Specialist Daily / Weekly Schedules, PEIMS Data                                                                                                | Assessment Performance State / Local,                                     | CNA, C       |
| Identify and provide differentiated learning and enrichment opportunities based on student needs.                                   | CA, CS, GT            | GT and Campus Budgets, Supplemental Programs and/or Materials, GT Assessment Data                                                   | Weekly (lesson plan checks and classroom observations)          | AISD Differentiation Documentation Form by Teacher, Supplemental Class Schedules and Rosters                                                                                            | Student Work Samples, Assessment Performance State/Local,                 | C            |
| Continue Texas Performance Standards Project for grades 3 through 5.                                                                | GT                    | GT Budget, Performance Standards Project Curriculum                                                                                 | Weekly (lesson plan checks and classroom observations)          | Lesson Plans, Project Documentation                                                                                                                                                     | Student Performance Project Work Samples                                  | C            |
| Inform parents through multiple means of communication about student eligibility and services for gifted and talented students.     | CA, GT                | AISD Calendar, Campus / District Websites, Email, Alert-Now, Mailers                                                                | Aug. 2011<br>For all new students when registering, Spring 2012 | Campus Calendar Agenda, Sign-In Sheets, Open House, newsletters, Brochures and Open-Testing Nominations                                                                                 | Number of Request for GT Assessment by Parents                            | PI           |
|                                                                                                                                     |                       |                                                                                                                                     |                                                                 |                                                                                                                                                                                         |                                                                           |              |

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

**Goal #2: Safe School Environment**  
**Objective:** McCall will provide a safe and drug-free environment that promotes academic success

| Strategies/Action Steps                                                                                     | Person(s) Responsible | Resources                                                            | Benchmark Timeline                                    | Evidence of Implementation                                                                                              | Evidence of Impact                                                                   | Title I S.C.       |
|-------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------|
| Implement safe and drug free school activities                                                              | DA, CA, CS            | Local Funds, School Health Advisory Committee (SHAC), Red Ribbon Wk  | Aug. 2011<br>October 2011                             | Campus Calendars and Schedules, Parent Notification, Campus Newsletters, Red Ribbon Wk Activities, School Calendar      | Discipline Referrals                                                                 | CNA, RS, PD, PI, C |
| Review, revise, publish and disseminate student code of conduct including extracurricular codes of conduct. | CA, CS                | TASB Legal Service, ESC Region XI, Campus Website                    | Aug. 2011<br>As new students register after Aug. Date | AISD On-line Policy, Student Handbook, Campus Documentation, Signed Parent Copy of Receipt                              | Discipline Referrals, Parent Grievances Filed, Parent Survey, Student Conduct Grades | PI, C              |
| Provide and promote Character Education.                                                                    | CA, CS                | Supplemental Funds Money Raised Through Family Nights at Chick-fi-la | Monthly                                               | Evidence of Character Related Activities, Training Certificates, Morning Announcements, Lesson Plans, Counselor Lessons | Discipline Referrals, Parent / Staff Surveys, Student Conduct Grades                 | CNA, RS, PD, PI, C |
| Monitor student absences and tardies then contact parent of students with chronic absenteeism or tardies.   | CA, CS                | PEIMS Data, No Tardy Parties                                         | Daily                                                 | School attendance records, Teacher parent communication logs, absenteeism letter in cum file, No Tardy Party attendance | PEIMS Data                                                                           | CNA, RS, PI        |
| Continue parent / public awareness program for alcohol / drug prevention.                                   | CA, CS                | Local Funds, Red Ribbon Wk                                           | Oct. 2011                                             | Campus Calendars and Schedules, Parent Notification, Campus Newsletters                                                 | Discipline Referrals, Parent / Staff Survey                                          | CNA, RS, PD, PI, C |

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**Goal #2: Safe School Environment**  
**Objective:** McCall will provide a safe and drug-free environment that promotes academic success

| Strategies/Action Steps                                                                                                                                                                                                                                                                                                                                  | Person(s) Responsible               | Resources                                                                            | Benchmark Timeline                                     | Evidence of Implementation                                                                                 | Evidence of Impact                                                    | Title I S.C. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------|
| Provide comprehensive counseling program which will include classroom guidance lessons and a response service through individual referrals and small group programs. Provide preventative education concerning unwanted physical or verbal aggression, sexual harassment and other forms of bullying in school on school grounds and in school vehicles. | CA, CS, SC                          | Local Funds, Assessment Data, formal / informal observations, Supplemental Materials | Weekly                                                 | Teacher survey, parent survey, list of students serviced and record of attendance. Counselors Lesson Plans | Discipline Referrals, Parent / Teacher Survey, Student Conduct Grades | CNA, PI, C   |
| Continued Support of AISD Connections mentoring program with students identified by teachers, parents or administrators.                                                                                                                                                                                                                                 | CA, CS, SC, Connections Coordinator | Local Funds, formal / informal observations,                                         | Weekly                                                 | Staff survey, participation on file, program evaluation                                                    | Number of students who have mentors                                   | CNA, RS, PD  |
| Continued use of CATCH Health curriculum.                                                                                                                                                                                                                                                                                                                | CA, CS                              | Local Funds                                                                          | Weekly (lesson plan checks and classroom observations) | Campus lesson plans                                                                                        | Fitness Gram Results, surveys and assessments, Active students        | CNA, RS,     |
| Continued use of Fitness Gram Assessment                                                                                                                                                                                                                                                                                                                 | CA, PE Teacher                      | Local Funds                                                                          | May 2012                                               | PE Lesson Plans, Fitness Gram Report                                                                       | Fitness Gram Results Compared Yearly                                  | CAN, RS      |
| Utilize a social contracts implemented through Capturing Kids' hearts for those who have been trained.                                                                                                                                                                                                                                                   | CA, CS                              | Local Funds                                                                          | Daily                                                  | Teacher survey, social contracts on file with office, social contracts displayed in classroom              | Discipline Referrals, Student Conduct Grades                          | PD, RS       |

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**Goal # 3: Technology Instruction**  
**Objective:** Enhance instruction, services and communication through technology for students, teachers and parents.

| Strategies/Action Steps                                                                                                                                                       | Person(s) Responsible | Resources                                                   | Benchmark Timeline                                        | Evidence of Implementation                                                        | Evidence of Impact                                                               | Title I S.C.         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------|
| Continue distance learning opportunities at all campuses.                                                                                                                     | DA, CA, TS            | Local Funds                                                 | Weekly (lesson plan checks and classroom observations)    | Record of Scheduled Events                                                        | Student Work Samples, Student Experiences                                        | C                    |
| Expand the use of Classroom Response Systems to collect student data and address specific areas of need.                                                                      | DA, CA, TS            | Local Funds                                                 | Weekly (lesson plan checks and classroom observations)    | Student Data Reports, Documentation of Staff Development                          | Student Use and Knowledge of technology, data records from lessons using systems | CNA, RS, PD, A, M, C |
| Provide district wide "Safe Computing" event to increase student, staff and community awareness of risks when using technology including appropriate responses to those risks | DA, CA, TS            | Local Funds                                                 | Sept 2011                                                 | Record of Scheduled Event, AISD Website "Staff Resources", Lesson Plans           | Discipline Referrals, Student Conduct Grades                                     | PI, PD               |
| Continue the development of technology committees and campus technology leaders to assist with integration of technology in the classroom                                     | DA, CA, TS            | Local Funds, Designated Campus Staff                        | 6 weeks Committee Mtg                                     | Teacher and Campus STaR Chart, Calendar of Events, Committee Meeting Minutes, SAM | Lesson Plans, Teacher use of technology,                                         | PD                   |
| Continued use of Parent Portal for attendance and grade reporting to parents                                                                                                  | DA, CA, CS, TS        | Local Funds,                                                | 2 x per Week updates of grades daily update of attendance | Documentation of usage, grades and attendance posted                              | Parent / Teacher Surveys, Parent Grievances,                                     | PI, RS               |
| Continued use of Eduphoria for classroom assessment, testing, and teacher developed test / quizzes, Appraisals and walkthroughs                                               | DA, CA, CS, TS        | Local Funds, Eduphoria Website and access to server         | Weekly                                                    | Lesson plans, usage reports, PDAS documentation,                                  | Student achievement, PDAS timelines met                                          | CNA, RS, A, M        |
| Implementation of School Fusion Classroom/ Department web pages                                                                                                               | DA, CA, CS, TS        | Local funds, School Fusion website,, School Fusion Training | Aug 2011                                                  | Active current webpages                                                           | Parent Surveys, website/ page usage reports                                      | CNA, RS, PI          |

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#### Goal #4: School / Parent / Community Involvement

**Objective:** Maintain a partnership between school, community, business and service organizations and increase parental communication

| Strategies/Action Steps                                                                                                      | Person(s) Responsible    | Resources                                                                                                                                                       | Benchmark Timeline            | Evidence of Implementation                                                                                                                        | Evidence of Impact                                                                               | Title I S.C. |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------|
| Continue distribution of online school/district climate survey to parents annually.                                          | DA                       | K12 Insight                                                                                                                                                     | May 2012                      | Online Survey Results                                                                                                                             | Acknowledgment of Concerns and Evaluation for Possible Changes, Continued Support of Other Areas | PI           |
| Continue to provide access(with in AISD facility usage guidelines) to campus facilities for community/service organizations. | DA, CA                   | District Facilities, On-Line Facility Usage Guidelines and Fee Schedule, On-Line Facility Request Form, On-Line Procedures for Reserving and Renting a Facility | June 2012                     | Facility Request Records, Fee Records                                                                                                             | Record of Usage of Facility                                                                      | PI           |
| School and community work cooperatively to provide for economically disadvantage and homeless students and families.         | DA, CA                   | District Homeless Liaison, Campus Principals, East Park County Center of Hope, AdvoCats, Area Churches                                                          | Daily                         | Documentation of Referrals to Organizations, Documentation of Services Provided (i.e., free/reduced lunch, supplies, clothing, medical referrals) | Students Needs Being Met                                                                         | C            |
| Provide parent compact in student handbook to share educational responsibilities between students, parent & teacher          | SBC                      | Local, Title Guidelines                                                                                                                                         | Aug 2011                      | Signed compact on file for each student, sign-in sheet and agenda from Site Based meeting.                                                        | Discipline Referrals, Parent / Teacher Survey, Student Conduct Grades, Parent Grievances         | PI, CNA      |
| Maintain campus website                                                                                                      | Campus webmaster, CA, CS | Local funds                                                                                                                                                     | Daily                         | Current webpage published                                                                                                                         | Usage Reports, Parent / Teacher Survey                                                           | PI           |
| Seek newspaper / media coverage of events                                                                                    | CA, CS, District PR      | Local newspaper, Districts Public Relations Dept, Bearcat Vision, AISD Communicator                                                                             | Weekly                        | Evidence in print or online of coverage of events.                                                                                                | , Parent / Teacher Climate Surveys                                                               |              |
| Report Card Conferences                                                                                                      | CA, CS                   | Calendar of events, early release date                                                                                                                          | After 4 <sup>th</sup> 6 weeks | Sing-in sheets                                                                                                                                    | Number of conferences, Parent / Teacher Survey                                                   | PI, A, CNA   |

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**Objective:** Maintain a partnership between school, community, business and service organizations and increase parental communication

| Strategies/Action Steps                                                                                                                                                                                                                                                                                     | Person(s) Responsible                            | Resources                                                                                                                                                                | Benchmark Timeline                                                        | Evidence of Implementation                                                      | Evidence of Impact                                    | Title I S.C. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------|--------------|
| Promote PTO meetings                                                                                                                                                                                                                                                                                        | CA, CS, PTO, Campus Webmaster                    | Web page, campus newsletter, PTO newsletter, campus marquee                                                                                                              | Monthly                                                                   | Published dates (web and or print) increased attendance, surveys                | Attendance at Meetings                                |              |
| Promote school / community involvement in the planning process.                                                                                                                                                                                                                                             | CA, CS                                           | Site Based Committee, District Planning Committee, Title Funds Committee, SHAC                                                                                           | Participation Evaluated each Semester                                     | Campus Representation on site based committee and district wide committees, SAM | Community Ideas and Suggestions Documented in Minutes | PI           |
| Provide opportunities for family involvement.                                                                                                                                                                                                                                                               | CA, CS                                           | Date with Dad, Muffins with Mom, Grandparent Luncheon, Reading Day, Family Math / Author Night, Mother – Son Kickball Tournament, Father-Daughter Dance Curriculum Night | Participation evaluated after each event                                  | Attendance and participation from activities.                                   | Attendance at Events                                  | PI           |
| Offer after school enrichment activities for students: choir (3 <sup>rd</sup> -5 <sup>th</sup> Grade), runners' club (K-5 <sup>th</sup> Grade), and Spanish class (2-5 <sup>th</sup> grade), Art Class (4 <sup>th</sup> – 5 <sup>th</sup> Grade), Student Council (4 <sup>th</sup> – 5 <sup>th</sup> Grade) | Designated teacher, PE, Music, parent volunteers | School personnel, parent volunteers                                                                                                                                      | Sign-Up and Participation Evaluated at the end of the registration period | Documented participation and attendance in activities / enrichment class        | Attendance and Participation Numbers                  | PI           |

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**Goal #5: HQ Personnel & Staff Development**  
**Objective:** McCall Elementary will recruit, train and retain 100% highly qualified teachers.

| Strategies/Action Steps                                                                                                                                                                                  | Person(s) Responsible | Resources                            | Benchmark Timeline                        | Evidence of Implementation                                                                            | Evidence of Impact                                                    | Title I S.C. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------------|-------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------|
| Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining a webpage. | DA, CA,               | Local Funds, Recruitment Schedule    | Spring 2012                               | Numbers of Positions Posted, Number of Applications Received, Job Fair Sign-In Sheets, AISD Website   | Number of Applicants at job fairs                                     | HQ, R/R      |
| Maintain an effective teacher mentoring system in order to retain highly qualified staff.                                                                                                                | DA, CA, MT            | Local Funds, State Mentoring Program | Aug 2011                                  | Mentor Assignments, New Teacher Professional Progress Reports, New Teacher Survey                     | New Teachers are assigned mentors, Teacher retention                  | HQ, PD, R/R  |
| Assist any late hire teachers to meet highly qualified requirements in a timely manner.                                                                                                                  | DA, CA                | Local Funds                          | Aug 2011 or As Hired                      | Highly Qualified Worksheets, Texas Examination of Educator Standards (TExES) Registration and Results | Newly hired teachers receive staff development and necessary training | HQ, PD, R/R  |
| Analyze and review data from current core subject teachers' transcripts, certifications, testing, staff development, in-service records to ensure that all meet highly qualified status.                 | DA, CA                | Local Funds                          | Aug 2011                                  | Teacher Schedules, Personnel Records, Highly Qualified Worksheets                                     | All teachers are HQ and Audits of records are positive                | HQ           |
| Analyze and review data from prospective core subject teachers' transcripts, certifications, testing, staff development and service records to ensure that each one meets highly qualified status.       | DA, CA                | Local Funds                          | Yearly (prior to recommending for hiring) | Personnel Records, Highly Qualified Worksheets                                                        | All applicants hired are HQ and Audits of records are positive        | HQ           |
| Maintain percentage of highly qualified core academic subject area teachers to meet 100%.                                                                                                                | DA, CA                | Local Funds                          | Aug. 2011                                 | Personnel Records, Highly Qualified Campus Reports, Principal's Attestation Report                    | All teachers are HQ and Audits of records are positive                | HQ, R/R      |
| Maintain the percentage core academic subject area classes taught by highly qualified teachers to meet 100%.                                                                                             | DA, CA                | Local Funds                          | Aug. 2011                                 | Teacher Schedules, Personnel records, Highly Qualified Campus Reports                                 | All teachers are HQ and Audits of records are positive                | HQ, R/R      |

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**Objective:** McCall Elementary will recruit, train and retain 100% highly qualified teachers.

| Strategies/Action Steps                                                                                                                                      | Person(s) Responsible | Resources                                                                                   | Benchmark Timeline     | Evidence of Implementation                                                                         | Evidence of Impact                                                                             | Title I S.C.   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------|
| Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100%.                     | DA, CA                | Local Funds                                                                                 | Aug. 2011              | Teacher Schedules, Personnel Records, Highly Qualified Campus Reports                              | All teachers are HQ and Audits of records are positive                                         | HQ, R/R        |
| Maintain the percentage of teachers receiving highly qualified professional development to meet 100%.                                                        | DA, CA                | Title I Funds \$2170, Title II Funds \$6918, Title III Funds \$11,394<br>IDEA Federal Funds | Aug. 2011<br>June 2012 | Documentation of Professional Development (i.e., Sign-In Sheets, Agendas, Evaluations)             | All teachers are HQ and Audits of records are positive                                         | HQ, PD, R/R    |
| Ensure low income/minority students are not taught at higher rates than other student groups by inexperienced, out of field or non-highly qualified teachers | DA, CA                | Local Funds                                                                                 | Aug. 2011<br>June 2012 | AEIS Report, PEIMS                                                                                 | AEIS Data, State Assessment Results, All teachers are HQ and Audits of records are positive    | CNA, HQ, R/R   |
| Attract and retain highly qualified teachers.                                                                                                                | DA, CA                | Local Funds                                                                                 | Aug. 2011<br>June 2012 | Budget, Recruiting Schedule, AISD Website                                                          | Teacher Retention Rate                                                                         | HQ, R/R        |
| Report annually to stakeholders the status of the district and all campuses toward meeting the state's highly qualified target goal.                         | DA, CA                | Local Funds                                                                                 | Dec. 2011              | Highly Qualified Public Report, Principal's Attestation, NCLB Compliance Report, AISD Website, SAM | All teachers are HQ and Audits of records are positive                                         | C              |
| Improve minority recruitment through contacts with area universities.                                                                                        | DA, CA                | Local Funds, Recruitment Schedule                                                           | Spring 2012            | Purchase Orders for Recruitment Registration, Job Fair Sign-In Sheets, AISD Website                | AEIS Report                                                                                    | HQ, R/R        |
| Provide a stipend for mentor teachers.                                                                                                                       | DA, CA                | Local Funds                                                                                 | 1 x per year           | December Payroll                                                                                   | Retention of Mentor Teachers                                                                   | HQ, R/R        |
| Provide district-wide staff development and early release days (aligned across campuses) based on identified instructional needs.                            | DA, CA                | Calendar, Budget, Assessment Results, Surveys, Title II Funds \$6918                        | June 2012              | Documentation of Professional Development Certificates, SAM                                        | Teacher Surveys, Registration Documentation, Student Achievement, state and federal compliance | CNA, RS, PD, C |
| Annually review and improve salary/benefit package for all employees and to remain competitive within the metroplex.                                         | DA                    | Local Funds                                                                                 | Yearly                 | Compare Salary/Benefits Packages                                                                   | Salary and Benefits Package Comparable to similar school districts in our area                 | C              |

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### Goal #5: HQ Personnel & Staff Development

Objective: McCall Elementary will recruit, train and retain 100% highly qualified teachers.

| Strategies/Action Steps                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Person(s) Responsible | Resources                                                                                                                                                  | Benchmark Timeline | Evidence of Implementation                                                      | Evidence of Impact                                                                                                                                                                 | Title I S.C. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>Train/provide updates to professional staff regarding:</p> <ul style="list-style-type: none"> <li>• 504 policies/procedures</li> <li>• Dyslexia policies/procedures, MTA (Multi-Teaching Sensory Approach)</li> <li>• Identification, recruitment, and services for homeless and migrant students</li> <li>• Assessment</li> <li>• ESL certified TLPAS raters</li> </ul> <p>Professional Development Appraisal System (PDAS)<br/>ELPS &amp; ESL Methodologies and Strategies</p>                                                                                                                                                                                     | DA, CA                | 504 Coordinator, Dyslexia Coordinator, Dyslexia Staff, District Homeless/Migrant Liaison, Counselors, PEIMS Clerk Staff, Training Materials, Region XI SSA | June 2012          | Documentation of Training/Updates, SAM                                          | Student Achievement, AEIS Report, Local, State and Federal Compliance, 504 Documents, MTA Records, State Assessment Compliance, LPAC Records, ESL Documents, PDAS Compliance       | CNA, PD, C   |
| <p>Require staff development as a condition for employment:</p> <ul style="list-style-type: none"> <li>• Aledo Writing Process (all elementary staff and secondary ELA and social studies staff)</li> <li>• Professional Development Appraisal System (PDAS) Training</li> <li>• Texas Behavioral Support Initiative (TBSI)</li> <li>• New Teacher Orientation</li> <li>• ESL Certification</li> <li>• TLPAS Certification</li> <li>• Texas Primary Reading Inventory (TPRI), Grades K-2</li> <li>• Balanced Literacy, Grades K-2</li> <li>• Crisis Prevention intervention (CPI)</li> <li>• Gifted and Talented Training</li> <li>• Texas Reading Academics</li> </ul> | DA, CA                | Local Funds, District/Campus Trainers, On-Line Training Modules, Region XI                                                                                 | June 2012          | Documentation of Staff Development (i.e., Sign-In Sheets, Agendas, Evaluations) | Student Achievement, AEIS Report, Local, State and Federal Compliance, 504 Documents, MTA Records, State Assessment Compliance, Office Referrals, Teacher Grievances, DRA Records, | PD, R/R, C   |

Last Updated: 10/11/2011

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

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

**Persons Responsible:** CA = Campus Administration, SSD = Summer School Director, SSCA = Summer School Campus Admin, SSS = Summer School Staff, MT = Mentor Teacher, SC = School Counselor, SLT = Science Lab Teacher, SET = Specialist, DA = District Administration, SED = Special Education Director, RSS = Related Services Staff, TS = Technology Staff

**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

**Goal #5: HQ Personnel & Staff Development**  
**Objective:** McCall Elementary will recruit, train and retain 100% highly qualified teachers.

| Strategies/Action Steps                                                                | Person(s) Responsible               | Resources                                                              | Benchmark Timeline           | Evidence of Implementation                                                                 | Evidence of Impact                                            | Title I S.C. |
|----------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------------|
| Provide digital copy of McCall teacher handbook. (will provide hard copy upon request) | CA                                  | TASB Handbook guidelines, local funds                                  | Aug 2011                     | Documentation of receipt of handbook or access to online copy.                             | Teacher Grievances, Local, State, and Federal Compliance      |              |
| Provide Capturing Kids Hearts staff development opportunities.                         | CA, CS                              | Local Funds, Title I Funds \$2170                                      | June 2012                    | Documentation / certification of attendance on file.                                       | Student Achievement, Student Referrals, Student Conduct Grade | PD           |
| Continue grade level meetings with team                                                | CA, CS                              | Conference times                                                       | 1 x per wk                   | Grade Level Meeting SAM                                                                    | Lesson Plans, Student Achievement                             |              |
| Continue grade level meetings with campus administrators                               | CA, CS                              | Conference times                                                       | 1 x per 6 wks                | Grade Level Meeting SAM                                                                    | Lesson Plans, Student Achievement                             |              |
| Continue to provide training for staff in use of technology in the classroom.          | CA, CS, Campus Technology Committee | Teacher request, Needs Assessments, Title II part D SSA with Region XI | 1 x each 6 week after school | Lesson plan increase use of technology, attendance certificates, sign-in sheets & agendas. | Lesson Plans, teacher survey, STAR state teacher survey       |              |
|                                                                                        |                                     |                                                                        |                              |                                                                                            |                                                               |              |

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**Evidence of Implementation:** SAM = Sign-in Sheet, Agenda, & Minutes, SA = Sign-in Sheet, Agenda

**Last Updated: 10/11/2011**

### Goal #5: Early Childhood Transition

**Objective:** McCall Elementary will provide communication and training as appropriate to assist early childhood students in their transition to public school.

| Strategies/Action Steps                                                                                                        | Person(s) Responsible | Resources                                                         | Benchmark Timeline       | Evidence of Implementation                                                                 | Evidence of Impact                                           | Title I S.C. |
|--------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------|
| Continue to provide opportunity for kindergarten screening and parent conferences in conjunction with kindergarten enrollment. | CA, SC, Nurse         | PHELPS Kindergarten Readiness Screening, Local Funds              | May 2012                 | Documentation of receipt of handbook or access to online copy.                             | Number of Students who enroll in the spring and are screened | T            |
| Invite area preschool classes to tour our kindergarten classes and school.                                                     | CA, SC, CS            | Community preschool programs, local funds                         | May 2012                 | Documentation / certification of attendance on file.                                       | Number of participants                                       | T            |
| Provide opportunities for preschool reading workshops for parents and students.                                                | CA, SC, CS, L&M       | Little Cats Can Read Program, Local Funds                         | 2 x During May 2012      | SA                                                                                         | Number of Participants                                       | T, PI, CNA   |
| Provide 1 Week for Kindergarten Round-Up opportunity for parents to pre-register incoming Kindergarten students.               | CA,                   | Registration packets available, PHELPS sign-up sheet, Local Funds | 1 week during March 2012 | Lesson plan increase use of technology, attendance certificates, sign-in sheets & agendas. | Number of Students who enroll during this week               | T            |
|                                                                                                                                |                       |                                                                   |                          |                                                                                            |                                                              |              |

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