Campus Plan
2014-2015

McCall Elementary
Aledo Independent School District

Site Based Decision Making Team

Jason Beaty *Principal*, Shara Hetherington *Kindergarten Teacher*, Kristi Lipscomb *First Grade Teacher*, Corey Sylvis *Second Grade Teacher*
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Dale Mares *Business Representative*, Jenifer McDowell *Community Representative*, Kyla Davis *Parent Representative*, Candi Lear *Parent Representative*

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

Motto: What Begins Here Changes the World

McCall Elementary

Comprehensive Needs Assessment

At McCall Elementary School, we are a Title I School Wide Program. The following monies are the allotted Federal / State funds for the 2014-2015 school year.

Funding Source	Amount
Title I, Part A (Campus)	$1631.00
Title II, Part A (Campus)	$6186.00
Title III (District)	$13126.00

Title I, Part A
Intended purpose is to enable all children to meet the state student performance standards, and the intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.

Title II, Part A
Intended purpose is to increase student academic achievement through improving teacher and principal quality. The intended beneficiaries are teachers, principals, assistant principals, and other as appropriate to the program's intent.

Title III, Part A
Intended purpose is to provide supplemental resources to help LEP children attain English proficiency in core academic subjects. Intended beneficiaries are LEP students, including immigrant children and youth.

Demographic Narrative

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

McCall Elementary (184907104) is a Kindergarten – 4th Grade campus in the Aledo Independent School District and is physically located in the community and city limits of Willow Park, Texas at 400 Scenic Trail. There are currently 22 classroom teachers, not including 1 special education functional academics teacher, 5 professional support teachers (music, physical education, science, content mastery / resource, literacy specialist, librarian), 1 principal, 1 assistant principal, 1 counselor, 1 nurse, ½ time diagnostician, part time (2 days per week) speech teacher, part time GT teacher (shared between multiple campuses), 1 ESL teacher, 6 paraprofessionals (3 are special education and 1 in the computer lab), 1 PEIMS clerk, and 1 secretary / receptionist. The average years of experience for professional staff is 11.1 years with 6.3 being in the Aledo I.S.D..

McCall has a total enrollment of 433 (09/23/2014) students currently. The student population is ethnically represented by 1.8% African American, 19.7% Hispanic, 74.6% White, less than 1% Asian Pacific Islander, and 0% of the students Native American. 23.4% of the student population is economically disadvantaged, 6.6% are English Language Learners (ELL), and 27.0% are identified as at risk. 4.5% qualify for the Gifted and Talented (GT) program, and 9.0% have been identified as Special Education (SPED).

Strengths:
The changing and mobile populations (mobility rate 12.6%) of McCall are supported not only through the academic instructional dedication of teachers but also the social emotional support provided through various community organizations and extracurricular opportunities after school.

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

School Context and Organization Narrative

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

MSBDM reviewed and discussed school profile questions as related and presented to help guide the focus and direct the strengths and areas of concern for McCall. The committee also used the survey results from the May 2014 staff and parent surveys sent out by Aledo ISD to help further identify teaching satisfaction, collaboration, instructional focuses, campus goals, parent involvement, technology needs, and school and campus climate. The committee reviewed benchmarks and assessments and made recommendations as identified in the student needs and instructional areas of the comprehensive Needs Assessment (CNA).

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

Student Achievement Narrative

Student Achievement data refers to the annual and longitudinal reviews from varies sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

McCall Elementary Met the state accountability requirements. The accountability rating for the campus was based on student performance on 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:

McCall Elementary teachers continue to use formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet the needs of the diverse learners in our school

Identified areas of improvement include aligning all instructional goals and state standards. Through the use of Thinking Maps and writing across the content areas will continue to raise the level of critical thinking necessary for all students to be successful. The implementation of high yield instructional strategies through the Fundamental 5 will improve with the alignment and rigor of our instructional practices. The implementation of Write from the Beginning will help continue the alignment needed to improve students written communication and meet or exceed the state standards.

Strengths:
Student achievement is improving and teachers continue to adjust teaching styles and methods to reach all student populations. Our All students groups in STAR EARLY LITERACY, State Assessment, and DRA continue to be consistent.

Needs:
Increased student achievement in all academic areas for our student groups, especially economically disadvantaged and Hispanic, on State Assessment, STAR EARLY LITERACY, and DRA. To increase the percentage of students attaining level 3 performance on STAAR state assessment to above 70% in all tested areas with all student groups. Provide staff development focusing on writing across the curriculum, Thinking Maps, Fundamental 5, and mathematics alignment.

Curriculum, Instruction & Assessment Narrative

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

The 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 3rd -4th grade teachers to disaggregate this data on August 22. The MSBDM committee also reviewed the STAR EARLY LITERACY data as well as the end of the year DRA data for all K-2nd grade students. The campus principal disaggregated this data with K-2nd grade teachers on August 21. This committee also reviewed the results of the 2nd grade students that are currently 3rd grade students performance in reading with a presentation of DRA levels and STAR EARLY LITERACY results. The campus principal shared this information with current 3rd grade teachers on August 22. The committee also reviewed student achievement data from the following secondary resources, STAR Reading / Math, SuccessMaker, Think Through Math, iStation, and Reflex math.

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 STAR EARLY LITERACY three times per year (Beginning, Middle, and End of the year). These students are also assessed three times per year on their reading needs with the DRA. The STAR EARLY LITERACY and DRA levels are reported to parents through letters, conferences and report cards after each assessment is h. The information is also disaggregated with campus administrators as well as the Literacy and Math specialist (L&M).

Students in grades 3-5 were given two benchmark assessment test in reading, math, science, and writing. The first benchmark used was the released STAAR test in February. The second benchmark was created using STAAR 1 using objectives and student expectations that were identified from the first benchmark as concerns in March (5th grade reading & math, 4th grade writing) April (3rd grade reading / math & 4th grade reading / math.

McCall Elementary hosted a Kindergarten roundup April 7-11. 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 August21, 2014 for their review

Strengths:
Continued grade level support of instructional ideas, teaching opportunities and sharing of resources.

Needs:
To close gaps between student group assessment performances and all students. Increase percentage of students achieving level 3 performance recognition on state assessments. Mathematics curriculum alignment and writing across the curriculum. Improve student attendance rate to 98%.

School Culture & Climate Narrative

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

MSBDM reviewed surveys from both parents and teachers along with parent and visitor informal feedback indicated that McCall has a very strong and positive climate and culture for parents, students, staff, and visitors.

Strengths:
The students, staff, parents, and visitors feel welcome and a part of the campus from the moment they walk in the building. All groups are provided opportunities to be an instrumental part of the campus. Visitors feel as 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. Improve communication and involvement opportunities for English Language Learners (ELL) parents.

Technology Narrative

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

MSBDM reviewed and discussed technology inventory for the campus available for staff and students. Each professional staff member has a new laptop (August 2014) and every classroom has a document camera, projector, SMART Board, 4 student computers, and a multi-media cart. The campus has 2 stationary laptop labs with 25 student laptops in each lab for a total of 50 student laptops. There is also one distance learning cart that may be checked-out through the library as well. Our librarian is the resource person for scheduling distance learning experiences that follow grade level TEKS and scope and sequences. We have 1 mobile ipad mini lab with 22 devices. McCall has a computer lab that uses NCS Pearsons SuccessMaker, Waterford, Think Through Math, and iStation each are computer assisted instruction programs that are web based. In the lab there are 30 student computers. The library has 12 student stations that may be used for research and student projects as well as library check-out.

Other technology resources available include:

- ID Badge Door Access
- Google Drive
- Security Cameras
- Raptor System
- Parent Link
- Parent Portal
- McCall Shared Drive (staff network drive)
- McCall Shared Campus Calendar
- McCall Technology Committee
- IPads & IPods

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:
Access to equipment, materials, and software.

Needs:
Development of Technology Campus Plan, continued staff development handheld devices and Google Drive

Family & Community Involvement

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

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

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
Parent Link Messages
Digital Marquee
Email
Campus Website *schoolfusion*

Classroom Newsletter
Classroom Websites *schoolfusion*
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
Curriculum Night
WatchDog Program
Father Daughter Dance
Mother Son PuttPutt Golf Tournament
Muffins with Mom
Date with Dad
Book Fair
Kindergarten Round-Up

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

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, STAR EARLY LITERACY training Balanced Literacy training (kindergarten – second grade new teachers) and Reading Academies (kindergarten – 5th 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.

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 Early Literacy and how to use these school wide components as progress based monitoring tools (PBM), Balanced Literacy, Guided Reading, Literacy Center components for K-2, and state assessment training.

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 as well as training in vocabulary to help address new mathematic TEKS and increase understanding for all students.

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 RtI staff development and support to help with students who are having problems with behaviors and academics. Staff development for curriculum alignment and state assessment requirements and expectations.

2014-2015 McCall Campus Plan

<table>
<tr><td colspan="7" style="background-color:orange">District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.</td></tr>
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<th>Goal</th>
<th>Person(s) Responsible</th>
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<th>Evidence of Implementation</th>
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<th>Title I S.C.</th>
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<tr>
<td>1.1 McCall Elementary will align all core curriculum (Math, Language Arts, Science, Social Studies). This alignment will reflect rigor and maximize student success through vertical and horizontal teaming.</td>
<td>Campus staff Administrators, Campus Specialists</td>
<td>Eduphoria, Success Maker, Teacher Created Materials, Scope and Sequence, District and Campus Staff Development, Write from the Beginning, Thinking Maps Istation, Thinkthrough Math, Title I ($1631) & II ($6186)</td>
<td>August 2014-June 2015 (as data becomes available)</td>
<td>Lesson Plans, Scope and Sequence, ELPS, Benchmarks, AR, Computer Lab, Tutoring</td>
<td>STAAR, STAR Early Literacy, DRA, TAPR, Lesson Plans, Istation, Thinkthrough Math, Federal Report Card, Learning Walks and Walk Throughs, TELPAS</td>
<td>PD CNA A C</td>
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<td>1.2 McCall Elementary will offer courses aligned to local policy and state regulations with a rigorous curriculum and will be implemented with instructional strategies to meet students' needs and prepare them to be successful in a competitive global society using a variety of resources.</td>
<td>Campus staff, Administrators</td>
<td>HQ Staff, Technology, Campus Professional Development Title I ($1631) & II ($6186), Thinking Maps, SuccessMaker, Waterford, AR, STEM Scopes, Capturing Kids Hearts, iStation, ThinkThrough Math, Reflex Math</td>
<td>August 2014-June 2015</td>
<td>Master Schedule, Grade Level Meetings, STAAR, TAPR, PLC Agendas</td>
<td>STAAR Results, STAR Early Literacy Data, DRA Data, School Report Card</td>
<td>A, CNA HQ</td>
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<tr>
<td>1.3 McCall Elementary will identify and implement an appropriate set of effective instructional strategies including Thinking Maps, Balanced Literacy, WFTB while integrating existing technology including Idevices, laptop labs, and distance learning equipment.</td>
<td>Campus staff, Administrators</td>
<td>Instructional Technology, Professional Development Title I ($1631) & II ($6186)</td>
<td>August 2014-June 2015</td>
<td>Student Data Lesson plans,</td>
<td>PDAS, Learning Walks, STAR Chart, TELPAS, STAAR, Star Early Literacy, DRA</td>
<td>PD C CNA</td>
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<td>1.4 McCall Elementary will provide a variety of co-curricular activities with a high level of student participation.</td>
<td>Campus staff, Administrators</td>
<td>Campus staff, Administrators, Student Council, UIL, Runners' Club, Choir</td>
<td>August 2014-June 2015</td>
<td>Enrollment numbers in activities, Attendance of activities</td>
<td>Increased Enrollment in activities, Increase in Daily Attendance</td>
<td>PI C A</td>
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<td>1.5 McCall Elementary will provide differentiated lessons to meet the diverse learning needs of all learners, ESL, Gifted and Talented, RtI, 504, Dyslexia (MTA), Special Education, Intervention / Sub Groups</td>
<td>Campus staff Administrators</td>
<td>GT Specialists, SE Team, ESL,504, RTI Team, Literacy Specialist Staff, Technology Resources Title I ($1631) & II ($6186)</td>
<td>August 2014-June 2015</td>
<td>RTI Documents, GT Differentiation Forms, Progress Monitoring Data, ARD Minutes, 504 Minutes, Dyslexia Service Log, LPAC</td>
<td>STAAR, TELPAS, RTI Documentation, Classroom Performance, Report Cards, Distinction Designation, SPED,504, and GT Annual Reports, STAR Early Literacy, DRA, Brigance Report</td>
<td>CNA HQ PD A</td>
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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, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.6 McCall Elementary will identify and implement remediation strategies and programs for all Kindergarten, First grade, and Second Grade students that are reading below grade level in reading.	Campus staff Administrators	STAR Early Literacy, Success Maker Lab, Literacy Classroom, Waterford	August 2014-June 2015	DRA Data Reports, Star Early Literacy Reports, RTI Committee Minutes, ARD Conference Minutes, 504 Committee Minutes	Report Card Grades, Success Maker Reports, STAR Early Literacy Results, Literacy Classroom Performance Based Monitoring Reports, DRA, Star Reading Report	V CNA M C
1.7 McCall Elementary will identify and implement remediation strategies and programs for Third Grade and Fourth Grade students performing below grade level in reading, writing, and math.	Campus staff Administrators	Success Maker Lab STAAR Benchmarks, Istation Reading, Think Through Math, AR, Reflex Math, WFTB	August 2014-June 2015	Success Maker Rosters, RTI Committee Minutes, ARD Conference Minutes, 504 Committee Minutes, Tutorial Logs	Report Card Grades, Success Maker Reports, STAAR Results, Istation Reading Reports, Think Through Math Reports, Reflex Math Reports, Star Reading Reports	V CNA M C
1.8 McCall Elementary will continue instructional strategies to help all ESL students make a year's growth or better on the TELPAS Listening, Speaking, Reading and Writing.	Campus staff Administrators, Campus ESL Teachers	Eduphoria, Success Maker, Teacher Created Materials, Scope and Sequence, ELPS, District and Campus Staff Development, WFTB,, Thinking Maps Istation, Thinkthrough Math, Title I ($1631) & II ($6186)	August 2014-June 2015	ESL Pullout Teachers Log, Lesson Plans, Scope and Sequence, ELPS, Benchmarks, AR, Computer Lab, Tutoring	TELPAS Score Results, School Report Card Grades, STAAR Results, Istation Reading Reports, Star Early Literacy, DRA, Star Reading	CNA HQ PD A
1.9 McCall Elementary will ensure compliance for all Special Ed Students in the areas of pre-referral process, related services, eligibility, re-evaluation, least restrictive environment, teacher notification of modifications.	Campus staff ,Administrators Diagnostician, Special Education Staff	Grade Level Curriculum, Teacher Scaffold Materials, IEP, Brigance	August 2014-June 2015	ARD Minutes, Implementation of ARD Modification, Lesson Plans, Eduphoria Receipt of Modifications	Annual ARD	CNA M C T A
1.10 McCall Elementary will monitor student attendance and achieve a 98% or higher attendance rate by monitoring student attendance utilizing interventions and incentives for all students	Campus Administration, PEIMS Clerk, Counselor, Campus staff	Gradebook, PEIMS Data, Counselor Data,	August 2014- June 2015	PEIMS Data, Parent Contact Logs, Minutes from Attendance Committee	Daily Attendance, Campus Attendance Rate at 98% or higher, Distinction Designation	PD CNA A C

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			Benchmark	Evidence of	Evidence of	Title I
Goal	**Person(s) Responsible**	**Resources**	**Timeline**	**Implementation**	**Impact**	**S.C.**
2.1 McCall Elementary will evaluate and update emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	Campus staff Campus Emergency Response Team, CISM Team Administrators Campus Improvement Committee	AISD Police Local First Responders Edwards Risk Management REM 4, Orange Emergency Folder	June 2014 – July 2015	Written plan for campus Documentation of Drills, Orange Emergency Folders in Every Room	Appropriate response if emergency occurs	CNA
2.2 McCall Elementary will establish procedures for students and staff to report and respond to safety needs and concerns.	Campus staff Administrators Campus Improvement Committee, Campus Emergency Response Team, CISM Team	AISD Police SHAC TASB resources Edwards Risk Management,	June 2014– July 2015	Written plans on website, Student/teacher handbooks	Teacher, Parent Survey Results	CNA
2.3 McCall Elementary will ensure compliance with all governmental safety regulations.	Campus Administrators	AISD Police/Maintenance TASB Resources Edwards Risk Management	August 2014 – July 2015	Written documentation demonstrating compliance	Building and procedures will meet regulations	CNA
2.4 McCall Elementary will conduct a review and of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus / District staff & Administrators Campus Improvement Committee	PEIMS data AISD Central Administration	March 2015 – August 2015	Discipline data from PEIMS	Decreased discipline issues	CNA
2.5 McCall Elementary will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors.	Campus/District Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC Title II ($6186) Local funds AISD Police Edwards Risk Management	August 2014- June 2015 National Digital Citizenship Week Red Ribbon Week	District/Campus Calendar of Events, Campus, Drill documentation, Professional Development Sign-In Sheets	Lesson Plans for Red Ribbon & National Digital Citizenship Week Participation & CATCH	CNA PD

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District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Aledo ISD.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 McCall Elementary will provide multiple platforms of communication for our community such as School Fusion website, Facebook, newsletters, notes, marquee, Parent Portal and Parent Link phone calls. Step by step guides have been provided on the school website as a training resource for parents.	Campus staff Administrators Webmaster	IT Department Campus Website Federal & State Local funds	Aug 2014 – July 2015	Copies of information, McCall Campus Calendar	Increased utilization of communication methods, Parent survey	PI PD
3.2 McCall Elementary will provide multiple programs for parent and community volunteer involvement including Family Event Nights, School Volunteers, PTO, Watchdogs, Date with Dad (kinder), Muffins with Mom (kinder), Grandparents' Day Luncheon, and Special Programs.	Campus staff Administrators	Campus Staff SHAC State & local funds Watch Dogs PTO Parent Volunteers	Aug 2014 – July 2015	Sign in sheets, McCall Campus Calendar	Increased parental involvement at the campus level Community feedback Parent survey	PI
3.3 McCall Elementary will solicit community participation in academic endeavors.	Campus staff Administrators	Chamber of Commerce AdvoCats Community Business Partners Local funds	Aug 2014– July 2015	McCall Campus Calendar	Sign-in sheet News release Parent survey	PI
3.4 McCall Elementary will continue to build positive relationships with parent and school organizations by providing meaningful opportunities to participate in school events and academic forums.	Campus staff Administrators	PTO SHAC Local funds Watchdogs Parent volunteers	Aug 2014 – July 2015	Parent surveys	Sign-in sheets Increased results for parent survey	PI

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Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 McCall Elementary will maintain 100% fully certified and highly qualified staff.	District/Campus Administration	Local funds Federal funds High School allotment	Aug 2014 – July 2015	Principal Attestation Report HQ District & Campus Reports	HQ District/Campus reports, Personnel records	HQ CAN R/R AYP
4.2 McCall Elementary will follow a consistent structure of professional development for all employees which includes a revised, new teacher mentor program.	District/Campus Administration, Mentor Teachers	Local funds Federal funds	Aug., Nov, Feb, April	Calendar of Events, Sign in sheets, Payments to mentors Agendas	New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys	CNA PD R/R
4.3 McCall Elementary will continue to develop future leaders through professional learning communities at the campus level.	District/Campus Administration	Title I $1631) & II ($6186)III ($13126) district IDEA funding Local funds	Aug 2014 – July 2015	Professional Development Calendar, sign in sheets, Agendas, evaluations	Online Staff Development, Evaluations	PD R/R
4.4 McCall Elementary will report annually to parents and community the status of McCall and HQ staff.	District/Campus Administration	Local Funds	Sept. 2014	NCLB Notification Letter	Principals Attestation, NCLB Compliance Report	HQ
4.5 McCall Elementary will ensure that appropriate staff members are trained in PDAS, TBSI, RTI, Aledo Writing, TEKS Instruction, TELPAS Certification, ESL Certification, STAR Early Literacy, DRA, 504, Homeless/Migrant, Dyslexia, CPI, Thinking Maps,Texas Reading Academies, GT, and Technology.	Campus Administrators	Title I ($1631) & II ($6186) Funds, Local Funds	Aug 2014– July 2015	Professional Development Records	Teacher Evaluations, Teacher Professional Development Certificates	CNA PD A HQ

District Priority #4: Human Resources – The District shall recruit, hire, train, and retain a highly qualified staff.

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,
STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #5: Financial / Facilities – The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 McCall Elementary will continue to utilize a conservative approach to financial management in order to maintain and strategically manage campus finances in light of the uncertain state funding climate.	Campus Administrators	Campus Staff, Campus Administrators, McCall Campus Improvement Committee, PTO Fundraising Opportunities	Aug 2014 – July 2015	Annual audits and Business Office CFO campus meetings, Campus Improvement Committee Minutes	Campus Budget and Programs Provided	CNA C
5.2 McCall Elementary will continue to provide a safe and secure campus environment through implementing school wide procedures for common areas.	Campus Administrators Campus Improvement Committee	School Wide Rules, Student Code of Conduct, Student Handbook	Aug 2014 – July 2015	Parent and Teacher Surveys	Student conduct grade discipline referral data	PI

District Priority #6 Continuous Improvement – The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 McCall Elementary will annually evaluate the effectiveness of campus programs. (i.e. instructional, co-curricular programs, technology integration)	Campus staff Administrators	Campus Data IT Department UIL Coaches Dana Center Walk Through	Aug 2014 – July 2015	Teacher and Parent Surveys Improvement Plans Dana Center Walk Through	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 McCall Elementary will utilize technology to improve and automate internal systems.	Campus / District Administrators	IT Department Program Directors Auxiliary Services	Aug 2014 – July 2015	AESOP Eduphoria Parent Portal Employee Access System	Increase access to information, Parent & Teacher Surveys	CNA PD
6.3 McCall Elementary will evaluate annual parent satisfaction surveys.	Campus staff Administrators	Program Directors, IT Department, Program Directors, Auxiliary Services	Aug 2014 – July 2015	Survey Review with Campus Improvement Committee Minutes Survey Submission	Faculty Meeting Agendas to Review Results to Implement Improvement	PI

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, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing