

**Aledo Independent School District**  
**McAnally Intermediate School**  
**Campus Improvement Plan**  
**2020-2021**



# Mission Statement

*McAnally Intermediate Mission: "Through collaboration and accountability, we will facilitate learning to empower students to become contributing members of society by establishing an academic community built upon meaningful relationships."*

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

## Vision

*Growing greatness through exceptional experiences that empower learners for life.*

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

McAnally has a current total of 541 students enrolled for the 2020-2021 school year. The student population is 75.4% White, 16.3% Hispanic, 1.5% African-American, .2% Native American, and 5.9% Two Races or more. The percentage of students receiving Special Education services is 8%, 4% of the student population receives ESL services, and 15% is the percentage of our Economically Disadvantaged student population. It should also be noted that the percentage of McAnally students receiving Section 504 services is 12%.

The McAnally Staff embraces the opportunity to know, value and inspire students in a unique setting as a single grade level campus. McAnally's overall attendance rate is currently at 97%.

The CNA and Campus Plan were developed through two rounds of team/committee revisions. The CNA was also presented for review to the Site Based Decision Making Committee on 9/24/20 for further edits/additions. Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, Instructional Focus Data. The previous year's needs assessment was used as a jumping-off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall campus plan was finalized by the committee on September 29, 2020, and shared with the entire faculty for review and discussion.

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

### Demographics Strengths

#### Strengths

- Enrollment was accurately projected.
- We have added SPED liasons to support students in Special Education.
- Our ESL teacher is on campus each day and pushes into ELAR classes to serve students identified in the ESL program.
- Our attendance rate is very good considering the pandemic and multiple modes of instruction.

#### Needs

- As a result of increased student enrollment, we must monitor the progress of specific student populations and the services they are receiving.
- As our demographics fluctuate we must ensure parent involvement that is representative of our population.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Engagement of parents that represent the cross section of all of our student groups. **Root Cause:** Barriers to communication and opportunity.

# Student Achievement

## Student Achievement Summary

At McAnally Intermediate, academic achievement is a high priority and a crucial part of all implementations. In 2019-2020 the campus utilized content-specific departments to ensure that all instruction was aligned and high-quality. In the previous school year (2018-2019) the campus earned a 92% for student achievement, and has since focused efforts to continue the trend. Faculty, staff, parents and students value and maintain high standards for achievement, which was evident through the hard work they demonstrated.

New to the 2019-2020 school year was the implementation of Pre-AP Math. This opportunity allowed students to challenge themselves, explore math concepts beyond sixth grade, and work at a quicker pace. All students are provided with tutorials (including before and after school), pull-out remediation, intensive interventions, common summative assessments, and differentiated instruction. Collaborative teams identified student needs based on their common assessments and developed intervention plans for them to address their individual strengths and needs. During McCat time, teachers were able to work with students to re-teach material that was not mastered and provide extensions. Students were also working through Imagine Math and Lexia, which allowed them to work at their own pace to complete lessons at their own specific levels.

Teachers were able to see the benefits of these support systems through grade reports, observations, participation, and the spring benchmark.

## Student Achievement Strengths

Strengths:

- Overall "Approaches" percentages remain high.
- New district programs, Lexia and Imagine Math, have helped to aid in progress monitoring. This year we will utilize IXL to determine student levels and differentiate instruction.
- McCat Time provides built in tutoring time used for extension, intervention, and tutorials.

Needs:

- Students categorized as Limited English Proficient (LEP), Special Education, and Economically Disadvantaged student STAAR performance is notably lower than All Students.
- Continual support for English Learners is needed.
- Closing the achievement gap using data to lead instruction to allow for differentiation.
- Continuing student growth from their current level of achievement.
- Increase percentages at the "Meets" and "Masters" level(s).

Funding:

- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas: Staff development with a focus on serving ESL students (\$1000), supplemental materials (\$5000), and tutoring/intensified instruction for ELL students (\$9625).
- Title III Immigrant funds (\$5, 275) to support students who are new to the country or within their first three years in US schools.
- Title I funding will be utilized to provide services to students in the following areas: Homeless student supplies (\$2838).  
Title I funding will be utilized to supplement Summer School offerings for students with Dyslexia as follows: Summer school personnel, summer school transportation,

summer school materials (\$11993).

*\*Note: Dollar amount represents funds shared between all AISD campuses.*

### **Problem Statements Identifying Student Achievement Needs**

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

**Problem Statement 2:** Lack of progress at the meets and masters level for student subgroups. **Root Cause:** Last year was our first year of implementation for PAP Math.

# School Culture and Climate

## School Culture and Climate Summary

McAnally Intermediate strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character and behavior. McAnally has adopted positive behavior intervention supports or PBIS. We continued with the norms set from last year for our common areas based on the model of students being ready, respectful, and responsible each day. Students are reminded of this expectation every day, and norms were addressed with all students at the beginning of the year. Teachers also had students create norms/social contracts in every class, so that students have ownership of behavior. Students and teachers have also been placed into five teams. Students are given points for displaying the desired behaviors, and the winning team chooses a reward each week for Friday. Students also are recognized by each team at the end of every grading period in an event called Celebration Friday. The PBIS process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals.

McAnally Intermediate is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students during daily 55 minute McCat periods.

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

Our teachers work together to maintain a safe, enjoyable learning environment for students. Administration completes 10 walk throughs each week, provides instant feedback to teachers, and posts weekly data in the staff newsletter. Administration regularly meets with teacher team leaders and department leaders to get feedback from all teachers in order to ensure teachers are heard and the climate remains positive.

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

### **For staff:**

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

### **For students:**

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

### **For parents:**

For each of the student programs cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the



above programs are implemented with students at the campus level. Information is also share with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

## School Culture and Climate Strengths

### Strengths

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- Campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- PBIS model (ready, respectful, responsible).
- Team system where students earn points for positive behaviors.
- Encouragement of parents/family support of students – Heritage Day, Spelling Bee, Art Shows, Band and Music programs, UIL, Curriculum Night, weekly parent newsletter, and social media communication.
- Student organizations such as Student Council and Student Ambassadors facilitate projects and programs that promote a positive school culture.
- Teachers know and understand their curriculum, are motivated, innovative and use technology on a regular basis.
- Teachers are flexible, trust administration and are willing to take risks.

### Needs

- Need new staff training on Capturing Kids' Hearts.
- Campus based student and staff survey needed for this school year.
- Involving virtual learners in campus clubs and activities.
- Continue to grow our campus unity and work collectively.
- Plan for acclimating returning students to F2F as well as new to the district students throughout the year “Welcome Committee.”
- Ongoing review of the programs we are implementing and their effectiveness.

### Funding

- Title IV funding (\$20,985) will be allocated for staff members to receive training in Capturing Kids' Hearts. *\*Note: Dollar amount represents funds shared between all AISD campuses.*

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student engagement in clubs and activities is limited and students are restricted to interaction within their team. **Root Cause:** COVID-19 restrictions

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

McAnally Intermediate School is a small learning community made of up 40 faculty and staff members. This year we hired 14 new staff members including teachers, paras, and a new Principal. All Teachers have a Bachelor's Degree. Seven teachers also have their Master's Degree.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings after school. Administration intentionally plans activities and events to facilitate the building of new relationships and ensure the campus is a Professional Learning Community. Teachers are required to attend Capturing Kids' Hearts and are given the opportunity to attend TCEA on a rotational basis, as well as other professional learning opportunities. Additionally, teachers are encouraged to participate in district level professional learning opportunities such as "just in time" training. New teachers participate in a New Teacher Induction program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

Teachers are evaluated through the T-TESS appraisal system on an annual basis. They develop two professional goals. Administrators conduct 2 formal walk-throughs and a full observation as a way to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walk-throughs to monitor the quality of instruction.

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

## Staff Quality, Recruitment, and Retention Strengths

### Strengths

- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.
- The majority of our teaching staff is experienced in 6th grade, and multiple new to campus teachers have taken leadership roles.
- The implementation of a new hiring protocol allows our hiring committee to find the best candidate for every position.

### Needs

- Teachers are leaving the profession at a higher rate each year, leading to noticeable turnover the last two years at McAnally.
- With the turnover, a majority of our teachers need to be trained in Captruing Kids Hearts.

### Funds

- Title II funds (\$5,542) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members and campus need.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Staff burnout is a very real concern. **Root Cause:** Current COVID-19 restrictions have required extended work hours and multiple modes of instruction requiring extra planning time. Furthermore, teachers and staff rely on support from each other through team building and whole staff development which has not been possible due to current COVID-19 restrictions on large group gatherings .

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

McAnally Intermediate is working to meet the goals of the District 2020-2021 Focus Document. Teachers are actively incorporating critical writing, high yield formative assessment, frequent feedback, and the Fundamental Five strategies to ensure all students meet at least one year of academic growth. Teachers have specifically written goals this year to maximize their personal growth on the rigor/relevance and TTESS rubrics to plan for high quality instruction in the classroom.

Teachers are receiving district and campus professional development through "Just in Time" trainings and instructional support through our instructional specialists. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Teachers work together to develop common formative and summative assessments to be used to guide instruction, intervention, and extension during their McCat Time.

## Curriculum, Instruction, and Assessment Strengths

### Strengths

- The campus is implementing inclusion within the ELAR and Math classrooms.
- Daily Impact Walks and T-TESS walk-throughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- The campus offers a variety of electives such as Art, Band, Music, and Technology for a well-rounded education.

### Needs

- The schedule allows for teachers to accomplish all of the PLC at Work tasks outside of school hours.
- Uniform district issued technology and reliable internet sources to aid in virtual student engagement.
- Improved training and support for virtual classroom management.
- More planning time within the work day for teachers.

### Funds

- Title II funds (\$5,542) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members and campus need.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** CT occurring outside the school day is a stressor and limits team planning time. **Root Cause:** Due to COVID-19 restrictions and concerns, our scheduling team decided to prioritize student health in our schedule. We chose to team our students, and force each team to take electives, lunch, and PE at unique times, so that students would not cross paths with other teams. A side effect of this was the elimination of daily common planning time for each content. CT was forced outside of the school day, which has limited our content time together.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

## Parent and Community Engagement Strengths

### Strengths

- Parent eNewsletter provides detailed information to keep parents well-informed on a weekly basis.
- Posting information on the McAnally website and social media pages.
- Involvement in the PTO.
- Business partnerships including Myser Orthodontics.

### Needs

- More education for parents on the LMS.
- Parent involvement considering COVID-19 restrictions.
- Parent communication streamlined into one place.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Lack of parent volunteer access to the building has increased teacher and staff work load. **Root Cause:** Current Covid-19 restrictions.

# School Context and Organization

## School Context and Organization Summary

McAnally has embraced the opportunity to build relationships and make a positive impact on the lives of our students before they enter middle school. We recognize students for positive behavior and accomplishments.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make operational and organizational decisions. The campus also has a Guiding Coalition composed of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement.

McAnally operates off of a seven period schedule. In addition to their four core classes and P.E., students are able to choose courses in band, art, choir, music, and technology. McAnally consists of collaborative teams built by content area. Teachers teach five classes and have only one subject area for which to prepare. There is also an RTI period built into the day called McCat time where students can receive extra support and enrichment.

McAnally students are provided extracurricular opportunities through U.I.L., Spelling and Geography Bees, Book Fairs, Art Show, Band Programs, Choir Programs, McAnally Student Council, Hoops for Heart, and team activities each week for the winning team and for everyone at the end of each grading period. High participation rates in these areas provide our students with an opportunity to have fun and find their passions in life.

The McAnally Staff communicates through a variety of ways. Communication methods between staff and parents include the weekly parent newsletter, Parent Link system, Google Sites, school telephones, school e-mail, Facebook page, Instagram, Twitter, and Parent Portal. Due to current COVID-19 restrictions, McAnally also conducted a Virtual McCat Camp and a Virtual Curriculum Night in which virtual interaction provides parents with the opportunity meet the staff and engage in an overview of the district curriculum focus.

## School Context and Organization Strengths

### Strengths

- Student choice with electives.
- Team point systems builds unity within teams.
- McAnally Guiding Coalition for staff voice.
- McCat Time for extra help for students.
- Co-teaching in ELAR and Math.

### Needs

- Campus parent survey.
- Campus student survey.
- Unified communication platform.
- Identify ways to keep students engaged and making academic progress.

# Technology

## Technology Summary

McAnally is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. Students either bring their own device or have a chromebook checked out from the district. Teachers also have access to mirroring software, which allows teacher the ability to integrate BYOD learning activities into instruction. Software programs such as Lexia, IXL, Eduphoria, Stemscoptes, Web 2.0 Tools and apps, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the Blackboard campus website.

The campus also has seven laptops per team for students to check out if theirs are broken or not charged. The building has a library with Promethean Board and a classroom with computers available for coding and robotics. We also have a STEAM Studio giving students access to innovative technology tools. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs. To provide consistency in apps and equity, the campus would like to have district issued one-to-one devices.

## Technology Strengths

Strengths:

- Single sign-on and a streamlined WIFI access process have made student access much easier.
- Students have consistent and wide access to technology resources for their educational use.
- Security technology has effective coverage throughout the campus.
- Modules are in Canvas for students to utilize when absent and for re-teach

Needs:

- One hundred percent of teachers are not integrating the technology that is available.
- Lack of STEAM integration across content areas; resulting in the STEAM Studio being underutilized.
- Continued professional development on technology resources.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Increasing teacher use of highly effective technology/STEAM tools. **Root Cause:** We are not a 1-1 campus yet, which limits teacher desire to plan technology into their lessons.

# Priority Problem Statements

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

**Root Cause 1:** Alignment and consistent focus over time on research based instructional practices is needed.

**Problem Statement 1 Areas:** Student Achievement



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- TTESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

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



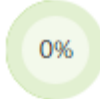




# Goals

## Goal 1: How We Teach: Delivery of Instruction

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

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

**Summative Evaluation:** None











<p><b>Strategy 1:</b> Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, campus-wide, 100% of the time, by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration supervising: Special Education</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

**Goal 1: How We Teach: Delivery of Instruction**

**Performance Objective 2:** McAnally will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2021.

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

**Summative Evaluation:** None








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

**Goal 1: How We Teach: Delivery of Instruction**

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

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

**Summative Evaluation:** None



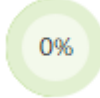




<p><b>Strategy 1:</b> Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students and teachers consistently provide and respond to feedback to guide the teaching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

**Goal 2: Professional Learning Community Actions**

**Performance Objective 1:** By June 2021, 98% of McAnally collaborative teams school-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

**Summative Evaluation:** None

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

**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2021, 98% of McAnally collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

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

**Summative Evaluation:** None

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

**Goal 2: Professional Learning Community Actions**

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

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

**Summative Evaluation:** None

<p><b>Strategy 1: Collaborative Teams:</b></p> <p>Indicator#1:                      * have established an annual SMART goal and assess progress toward reaching the goal.                      * teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p> <p><b>Strategy's Expected Result/Impact:</b> 93% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Instructional Specialists                      Campus Administration                      District Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



**Goal 2: Professional Learning Community Actions**

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

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

**Summative Evaluation:** None

<p><b>Strategy 1: Collaborative Teams:</b></p> <p>Indicator#1:                      *school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments.                      *teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results.  <b>Strategy's Expected Result/Impact:</b> 95% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2021.  <b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Instructional Specialists                      Campus Administration                      District Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
No Progress	Accomplished	Continue/Modify	Discontinue	

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

**Performance Objective 1:** To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

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

**Summative Evaluation:** None



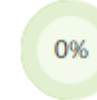




<p><b>Strategy 1:</b> Campus police officers and security personnel will check 10% of each door type at each campus districtwide every week and maintain documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
No Progress	Accomplished	Continue/Modify	Discontinue	

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

**Performance Objective 2:** Campus communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

**Evaluation Data Sources:** COVID positive case notification letters, quarantine notification letters, district dashboard

**Summative Evaluation:** None








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

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

**Performance Objective 3:** In an effort to mitigate the impact of COVID -19 at McAnally Intermediate, the campus will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

**Evaluation Data Sources:** Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly  
Reports from the custodial app

**Summative Evaluation:** None

<p><b>Strategy 1:</b> 1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.</p> <p><b>Staff Responsible for Monitoring:</b> CFO Director of Construction and Facilities</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Josh Jenkins	Principal
Parent	Heather Scott	Parent
Parent	Reagan Forman	Parent
Community Representative	Kristi Siddons	Community Member
Community Representative	Danelle Weaver	Community Member
Business Representative	Christi James	Business Owner
District-level Professional	Mercedes Mayer	Director of Communications AISD
Non-classroom Professional	Kira Buck	Librarian
Classroom Teacher	Elizabeth Shifflett	Teacher
Classroom Teacher	Cheryl Lucas	Teacher
Classroom Teacher	Dawn Hinkle	Teacher
Classroom Teacher	Kate Thomas	Teacher
Classroom Teacher	Glen Porter	Teacher
Classroom Teacher	Kathy Marconi	Teacher
Business Representative	Sarah Myser	Business Owner