# McCall Elementary
## Aledo Independent School District

## Site Based Decision Making Team

Jason Beaty *Principal*, Stacey Utley *Kindergarten Teacher*, Evelyn Rivera *First Grade Teacher*, Mary Susan Neill *Second Grade Teacher*
Crystal Mehrhoff *Third Grade Teacher*, Laura Rester *Fourth Grade Teacher*, Allison Cleworth *Special Education Teacher*, Emily Felker *Librarian*
Dale Mares *Business Representative*, Jenifer McDowell *Community Representative*, Kim Mulkey *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 2016-2017school year.

| **Funding Source** | **Amount** |
| --- | --- |
| Title I, Part A (Campus) | $6666.00 |
| Title II, Part A (Campus) | $5436.00 |
| Title III (District) | $13477.00 |

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

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

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

## Demographic Narrative

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

McCall Elementary (184907104) is a Kindergarten – 4th Grade campus in the Aledo Independent School District and is located in the city of Willow Park, Texas at 400 Scenic Trail. There are currently 21 classroom teachers, not including 2 special education teachers, 4 professional support teachers (music, physical education, literacy specialist, librarian), 1 principal, 1 assistant principal, 1 counselor, 1 nurse, 1 diagnostician, two part-time speech teachers, 1 GT teacher on campus 1 day per week (this position is shared between multiple campuses), 1 ESL teacher, 6 paraprofessionals, 1 PEIMS clerk, and 1 secretary / receptionist. The average years of experience for professional staff is 12.3 years with 7.2 being in the Aledo I.S.D..

McCall has a total enrollment of 424 (10/6/2016) students currently. The student population is ethnically represented by 1.2% African American, 21.0% Hispanic, 74.0% White, less than 1% Asian Pacific Islander, and Native Americans. 25.2% of the student population is economically disadvantaged, 9.0% are English Language Learners (ELL), and 19.4% are identified as at risk. 2.3% qualify for the Gifted and Talented (GT) program, and 7.1% have been identified as Special Education (SPED).

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

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

## School Context and Organization Narrative

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

McCall Site Based Decision Making Committee (MSBDMC) reviewed and discussed school profile questions as related and presented to help guide the focus and direct the strengths and areas of concern for McCall. The committee also used the survey results from the May 2016 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 campus climate / culture. The committee reviewed various formal student evaluations (district benchmarks / Content Based Assessments (CBA), STAR Early Literacy reports, DRA reports, STAAR Data, Reflex Math Data, iStation Reading reports, SuccessMaker reports) and made recommendations as identified in the student needs and instructional areas of the Comprehensive Needs Assessment (CNA).

MSBDMC reviewed the survey participation (teacher and parent) rates and discussed the importance of participation in these opportunities and how to increase participation. The committee reviewed the MSBDMC required meeting dates of four times during the year. The committee also discussed the use of unplanned meetings that may need to be called. It was agreed that as much notice as possible should be given for these meetings.

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

Strengths:
McCall has a dedicated staff that works well together to meet the instructional and social / emotional needs of all students. The cross grade level support with resources, time, and materials for student success both socially and academically is very strong. We continue to improve our staff participation in the district survey which has improved the accuracy of recognizing successes and addressing concerns.

Needs:
Continued support in meeting the academic and social / emotional needs of all students by providing the support necessary including professional development, planning time, and resources. Understanding that we must always look at ways to improve our campus and be open to new ideas and learning. Continue to strengthen the vertical and horizontal instructional alignment while improving parent involvement on our campus. Continue to promote and encourage parent participation in the AISD district surveys to improve the accuracy of reported concerns and celebrations.

## **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 the state assessment in reading, writing, and math. Student groups included in accountability were All Students, Hispanic (reading, math), White, and Economically Disadvantage (reading, math). McCall did not meet the state requirement for Index 2 *Student Progress*. System Safeguards were met in every area except *Economically Disadvantaged Math*.

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

Identified areas of improvement include aligning all instructional goals and state standards, improving academic yearly progress for all students. McCall Elementary will continue to use high yield instructional strategies *(Fundamental 5, Thinking Maps, and Write From the Beginning)*. The implementation of Write from the Beginning and Beyond will help continue the alignment needed to improve students written communication and meet or exceed the state standards.

Strengths:
- McCall Elementary 2016 Accountability Rating "Met Standard"
- 3rd Grade Reading 91% met passing standard
- 3rd Grade Reading increased the number of students performing at an Advanced level. 34% of students that met the passing standard achieved Advanced level rating
- 3rd Grade Reading Special Education student group increased those that met standard by 10%
- 3rd Grade Math increased the number of students performing at an Advanced level. 34% of students that met the passing standard achieved Advanced level rating
- 3rd Grade Math Hispanic student group improved the number of students performing at an Advanced level by 9%
- 4th Grade Reading 91% met passing standard
- 4th Grade Reading Economically Disadvantaged student group increased those that met standard by 19%
- 4th Grade Reading Hispanic student group increased those that met standard by 16%
- 4th Grade Reading Special Education student group 83% met passing standard
- 4th Grade Reading both Hispanic and Special Education student groups improved the number of students performing at an Advanced level by more than 15%
- 4th Grade Math 88% met passing standard, which is a 3% improvement
- 4th Grade Math Economically Disadvantaged student group increased those that met passing standard by 4%
- 4th Grade Math Special Education student group increased those that met passing standard by 50%
- 4th Grade Math All groups improved the number of students performing at an Advanced level
- 4th Grade Writing all groups improved the number of students who met the passing standard.
- 4th Grade Writing Special Education student group improved the number of students meeting passing standard by 50%
- 4th Grade Writing the number of students performing at an Advanced level improved by 15%
- 4th Grade Writing Hispanic student group improved the percentage of students performing at an Advanced level by 10%

Needs:
- 3rd Grade Math improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards
- 3rd Grade Math Improvement needed with overall number of students meeting or exceeding performance standard
- 3rd Grade Math improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards
- 4th Grade Reading improvement needed with overall students exceeding performance standards
- 4th Grade Reading improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards
- 4th Grade Reading improve the number of students making one year of progress and academic growth (Index 2 Student Progress)

- 4th Grade Math improvement needed with overall students exceeding performance standard
- 4th Grade Math improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards
- 4th Grade Math improve the number of students making one year of progress and academic growth (Index 2 Student Progress)
- 4th Grade Writing improvement needed with overall students meeting or exceeding performance standard
- 4th Grade Writing improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards

## Curriculum, Instruction & Assessment Narrative

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

The MSBDMC reviewed State Assessment data for all students as well as the student groups including Special Education, Hispanic, and Economically Disadvantaged for grades 3 -5. The campus principal also visited with 3rd -4th grade teachers to disaggregate this data on September 7, 2016. The MSBDMC reviewed the STAR EARLY LITERACY data as well as the end of the year DRA data for all K-2nd grade students. The campus principal disaggregated this data with K-2nd grade teachers on September 7, 2016. This committee also reviewed the results of the 2nd grade students that are currently 3rd grade students performance in reading with a presentation of DRA levels and STAR EARLY LITERACY results. The campus principal shared this information with current 3rd grade teachers on September 7, 2016. The committee also reviewed student achievement data from the following secondary resources, STAR Reading / Math, SuccessMaker, Think Through Math, and Reflex math, and iStation reading.

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

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

Students in grades K-2 reading needs are assessed with STAR EARLY LITERACY three times per year (Beginning, Middle, and End of the year). These students are also assessed three times per year on their reading needs with the DRA. The STAR EARLY LITERACY and DRA levels are reported to parents through letters, conferences and report cards after each assessment. The information is also disaggregated with campus administrators as well as the Literacy and Math specialist (L&M).

Students in grades 3-4 were given one district benchmark assessment test in reading, math, and writing. The benchmark used was the released STAAR test February 2, 2016 for writing and March 1 & 2, 2016 for reading and math. McCall Elementary English as Second Language students also participated in a district TELPAS benchmark February 8, 2016.

McCall Elementary hosted a Kindergarten roundup the week of April 4, 2016. Parents were required during this open registration time to sign the student up for a Kindergarten screening with the counselor using the AISD Kindergarten Screening assessment (teacher created). The results from these screenings were then used by campus administration to determine readiness and for balancing classroom placement.

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

Needs:
To close gaps between student group assessment performances and all students. Increasing the number of students making 1 year of academic growth in reading and math. Increase percentage of students achieving level 3 performance recognition on state assessments. Mathematics curriculum alignment and writing across the curriculum. Improve student attendance rate to 98%.


**School Culture & Climate Narrative**

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

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

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

Needs:
The MSBDMC believes that the campus needs to continue to provide ongoing opportunities in decision making and activities for all groups to have a voice in the direction of the campus. Improve communication and parent involvement opportunities for English Language Learners (ELL) parents.

**Technology Narrative**

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

MSBDMC reviewed and discussed technology inventory for the campus available for staff and students. Each professional staff member has a laptop and were provided with an iPad. Every classroom has received a new Promethean Active Panel with ClassFlow installed.  The Promethean Active Panel and the new iPad replaced the SMART Boards, document cameras, and digital projectors.  Each classroom continues to be equipped with 4 student computers (the current student devices are scheduled to be replaced by the end of the first semester). The campus has 2 stationary laptop labs with 25 student laptops in each lab for a total of 50 stationary student laptops. There is also one distance learning cart that may be checked-out through the library. Our librarian is the resource person for scheduling distance learning experiences we have 5 mobile iPad mini labs with 22 devices in each lab. We were able to add 3 new iPad mini labs this year from an outside district technology grant.  McCall has a computer lab with 30 devices that use computer assisted instruction programs for reading and math. The library has 12 student stations that may be used for research and student projects as well as library check-out. All security cameras and wireless access point were replaced with new equipment.

The MSBDMC made recommendations for continued staff development for using technology equipment and materials already present at McCall. The committee believes that after reviewing district and campus developed teacher surveys that the equipment and materials currently meet the technology needs of the campus, but staff development is still needed.

Strengths:
Access to materials, equipment and training.

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

## Family & Community Involvement

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

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

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

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

Sending home via student
Mail
Parent Link Messages
Digital Marquee
Email
Campus & Classroom Facebook

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

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

Meet the Teacher
Fall & Spring Open House
Choir Concerts
2 and 4th Grade Musical Programs
Fall Family Fun Night
WatchDog Program
Father Daughter Dance
Mother Son PuttPutt Golf Tournament
Muffins with Mom
Date with Dad
Book Fair (fall and spring)
Kindergarten Round-Up

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

Strengths:
Outside school hours family involvement opportunities and WATCH Dog program.

Needs:
Increased involvement and participation of student groups especially economically disadvantaged and Hispanic students. Provide parenting information classes with relation to education topics.

## Staff Quality, Recruitment & Retention Narrative

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

MSBDMC reviewed the Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) formerly NCLB for teaching staff and paraprofessionals and reviewed the requirement of maintaining 100% compliance.

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

The committee reviewed the requirements that all new McCall teaching staff will participate in the district wide Aledo Writing Process, STAR EARLY LITERACY training Balanced Literacy training (kindergarten – second grade new teachers) and Reading Academies (kindergarten – 4th grades). New teachers are also required to have a campus mentor for 1 years.

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

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

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

MSBDMC reviewed staff development needs based on survey responses from staff members both from the district survey as well as the campus survey. The committee also made recommendations for training in supplemental math and writing strategies that could be implemented.

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

Needs:
Continued support of new teachers and mentor teachers during the first year of being hired. Providing teachers with continued RtI staff development and support to help with students who are having problems with behaviors and academics. Staff development for curriculum alignment and state assessment requirements and expectations.

# 2016-2017 McCall Campus Plan

**District Priority #1:  Learning – McCall shall provide an aligned, rigorous curriculum preparing students to meet or exceed educational standards.**

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementatio | Evidence of Impact | Title 1 |
|------|----------------------|-----------|--------------------|---------------------------|---------------------|---------|
| 1.1 McCall Elementary will align all core curriculum (Math, Language Arts, Science, Social Studies). This alignment will reflect rigor and maximize student success through vertical and horizontal teaming. | Campus Staff & Campus Admin. | Eduphoria, Teacher Created Materials, Scope and Sequence, District and Campus Staff Development, Write from the Beginning, Thinking Maps, Thinkthrough Math, Title I ($6666) & II ($5436 ) | August 2016-June 2017 (as data becomes available) | Lesson Plans, Scope and Sequence, ELPS, Benchmarks, AR, Computer Lab, Tutoring, T-TESS Goals, T-TESS Evals | STAAR, STAR Early Literacy, DRA, TAPR,  Lesson Plans, Istation, Thinkthrough Math, Federal Report Card, Learning Walks and Walk-Throughs, T-TESS Goals, T-TESS Evals TELPAS, | PD CNA A C |
| 1.2 McCall Elementary will offer courses aligned to local policy and state regulations with a rigorous curriculum and will be implemented with instructional strategies to meet students' needs and prepare them to be successful in a competitive global society using a variety of resources. | Campus Staff & Campus Admin. | HQ Staff, Technology, Campus Professional Development Title I ($6666) &  II ($5436 )Thinking Maps, AR, STEM Scopes, Capturing Kids Hearts, ThinkThrough Math, Reflex Math | August 2016-June 2017 | Master Schedule, Grade Level Meetings, STAAR, TAPR, PLC Agendas | STAAR Results, STAR Early Literacy Data, DRA Data, School Report Card | RS A, CNA HQ |

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

**Assessment:** TAPR =  Texas Academic Performance Report, 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

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| 1.3 McCall Elementary will identify and implement an appropriate set of effective instructional strategies including Thinking Maps, Balanced Literacy, Write from the Beginning (WFTB) while integrating existing technology. | Campus Staff & Campus Admin. | Instructional Technology, Professional Development Title I ($6666) & II ($5436 ) | August 2016-June 2017 | Student Data Lesson plans, | PDAS, Learning Walks, T-TESS Evals., STAR Chart, TELPAS, STAAR, Star Early Literacy, DRA | RS PD C CNA |
| 1.4 McCall Elementary will provide a variety of co-curricular activities for the enrichment of all students. | Campus Staff & Campus Admin. | Campus staff, Administrators, Student Council, UIL, Runners' Club, Choir | August 2016-June 2017 | Enrollment & attendance of activities | Increased enrollment in activities. Increase in daily attendance. | PI C A |
| 1.5  McCall Elementary will  provide support programs  to meet the diverse learning needs of  all learners, ESL, Gifted and Talented, RtI, 504, Dyslexia (MTA), Special Education, Intervention / Sub Groups | Campus Staff & Campus Admin. | GT Specialists, SE Team, ESL,504, RTI Team, Literacy Specialist Staff, Technology Resources Title I ($6666) &  II ($5436 ) | August 2016-June 2017 | RTI Documents, GT Differentiation Forms, Progress Monitoring Data, ARD Minutes, 504 Minutes, Dyslexia Service Log, LPAC | STAAR, TELPAS, RTI Documentation, Classroom Performance, Report Cards, Distinction Designation, SPED,504, and GT Annual Reports, STAR Early Literacy, DRA, Brigance Report | CNA HQ PD A |

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| 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 & Campus Admin. | STAR Early Literacy, iStation Reading & Math Literacy Classroom, | August 2016-June 2017 | DRA Data Reports, Star Early Literacy Reports, RTI Committee Minutes, ARD Conference Minutes, 504 Committee Minutes | Report Card Grades, STAR Early Literacy Results, Literacy Classroom Performance Based Monitoring Reports, DRA, Star Reading Report | CNA M C |

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| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementatio | Evidence of Impact | Title I S.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 & Campus Admin. | STAAR Benchmarks,, Think Through Math, AR, Reflex Math, WFTB | August 2016- June 2017 | RTI Committee Minutes, ARD Conference Minutes, 504 Committee Minutes, Tutorial Logs | Report Card Grades, STAAR Results, Istation Reading Reports, Think Through Math Reports, Reflex Math Reports, Star Reading Reports | CNA M C |
| 1.8  McCall Elementary will continue instructional strategies to help all ESL students make a year's growth or better on the TELPAS Listening, Speaking, Reading and Writing. | Campus Staff & Campus Admin Campus ESL Teachers | Eduphoria, Success Maker, Teacher Created Materials, Scope and Sequence, ELPS, District and Campus Staff Development, WFTB,, Thinking Maps, Thinkthrough Math, Title I ($6666) &  II ($5436 ) | August 2016- June 2017 | 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 & Campus Admin. Diagnostician, Special Education Staff | Grade Level Curriculum, Teacher Scaffold Materials, IEP, Brigance | August 2016- June 2017 | ARD Minutes, Implementation of ARD Modification, Lesson Plans, Eduphoria Receipt of Modifications | Annual ARD | CNA M C T A |

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| 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 2016- June 2017 | PEIMS Data, Parent Contact Logs, Minutes from Attendance Committee | Daily Attendance, Campus Attendance Rate at 98% or higher, Distinction Designation | PD<br>CNA<br>A<br>C |
| 1.11 McCall Elementary will increase the opportunities for all students and staff to use developmentally appropriate technology in creative learning environments | Campus Administration, Campus staff Technology | Lesson Plans | August 2016- June 2017 | Walkthroughs, Professional Development Documentation, Lesson Plans | Bright Bytes Survey, Walkthrough Data | PD<br>CNA<br>C |

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**District Priority #2:  Safety – McCall shall maintain a safe and orderly environment.**

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|---|---|---|---|---|---|---|
| 2.1 McCall Elementary will evaluate and update emergency communication systems so that employees, students, and parents are prepared to respond to an emergency situation at any. | Campus staff, Campus Emergency Response Team, CISM Team Administrators Campus Improvement Committee | AISD Police Local First Responders Edwards Risk Management  Orange Emergency Folder | June 2016 –July 2017 | Written plan for campus Documentation of Drills, Orange Emergency Folders in Every Room | Appropriate response if emergency occurs | CNA |
| 2.2 McCall Elementary will maintain partnership 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 | June 2016 –July 2017 | Written plan for campus Documentation of Drills, Orange Emergency Folders in Every Room | Appropriate response if emergency occurs | CNA |
| 2.3 McCall Elementary will perform, evaluate, and update emergency drills and exercises. | Campus staff Administrators Campus Improvement Committee, Campus Emergency Response Team, CISM Team | AISD Police SHAC TASB resources Edwards Risk Management, | June 2016– July 2017 | Written plan for campus Documentation of Drills, Orange Emergency Folders in Every Room | Appropriate response if emergency occurs | CNA |
| 2.4 McCall Elementary will provide grade level appropriate programs to teach students about their digital footprint, internet safety, and responsible technology usage. | Campus Administration & Staff, Campus Improvement Committee, District Instructional Technology Specialist | Local Funds | August 2016- June 2017 Digital Citizenship Week October 2016 | District/Campus Calendar of Events, | Lesson Plans for & National Digital Citizenship Week | CNA C |

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| 2.5 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 2017 – August 2017 | Discipline data from PEIMS | Decreased discipline issues | CNA |
| 2.6 McCall Elementary will provide appropriate safety programs / trainings and professional development to all stakeholders to ensure a safe environment. | Campus/District Administration, Maintenance/Operation Technology, Transportation, Child Nutrition | SHAC Title II ( $5436) Local funds AISD Police Edwards Risk Management | August 2016- June 2017 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 shall have meaningful opportunities to communicate and participate in the educational processes at McCall Elementary.**

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|---|---|---|---|---|---|---|
| 3.1 McCall Elementary will provide multiple platforms of communication for our community such as School Fusion website, Facebook, newsletters, notes, marquee, Parent Portal and Parent Link phone calls. | Campus staff Administrators Webmaster | IT Department Campus Website State Local funds | Aug 2016 – July 2017 | 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 members to volunteer and actively participate 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 2016 – July 2017 | Sign in sheets, McCall Campus Calendar | Increased parental involvement at the campus level, community feedback, parent survey | PI |
| 3.3 McCall Elementary will actively participate in appropriate civic, municipal, and charitable organizations in the Aledo ISD community. | Campus staff Administrators | Chamber of Commerce AdvoCats Community Business Partners Local funds | Aug 2016– July 2017 | McCall Campus Calendar | Sign-in sheet News releases Parent survey | PI |
| 3.4 McCall Elementary will continue to work with members of the community to foster support for goals of the campus and district while building positive relationships with parent and community organizations. | Campus staff Administrators | PTO SHAC Local funds Watchdogs Parent volunteers | Aug 2016 – July 2017 | Parent surveys | Sign-in sheets Increased results for parent survey | 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:** TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

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

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|---|---|---|---|---|---|---|
| 4.1 McCall Elementary will maintain 100% fully certified and highly qualified staff. | District/Campus Administration | Local funds Title I ($6666) & II ($5436 ) III ($13477) | Aug 2016 – July 2017 | Principal Attestation Report HQ District & Campus Reports | HQ District/Campus reports, Personnel records | HQ CNA R/R |
| 4.2 McCall Elementary will provide a comprehensive professional learning system that aligns with AISD instructional focus, supports new staff, and meets the needs of our future ready learners. | District/Campus Administration, Mentor Teachers | Local funds Title I ($6666) & II ($5436 ) III ($13477) | Aug 2016- July 2017 | Calendar of Events, Sign in sheets, Payments to mentors Agendas | New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys | CNA PD R/R |
| 4.3 McCall Elementary will continue to develop future leaders through professional learning communities at the campus level. | District/Campus Administration | Local funds Title I ($6666) & II ($5436 ) III ($13477) | Aug 2016 – July 2017 | Professional Development Calendar, sign in sheets, agendas, evaluations | Online Staff Development, T-TESS, Walkthrough, PLC | PD R/R |
| 4.4  McCall Elementary will report annually to parents and community the status of McCall and HQ staff. | District/Campus Administration | Local Funds | Sept. 2016 | NCLB Notification Letter | Principals Attestation, NCLB Compliance Report | HQ |
| 4.5  McCall Elementary will ensure that appropriate staff members are trained in T-TESS, 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 | Local funds Title I ($6666) & II ($5436 ) III ($13477) | Aug 2016– July 2017 | Professional Development Records | Teacher Evaluations, Teacher Professional Development Certificates | CNA PD A HQ |

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

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|---|---|---|---|---|---|---|
| 5.1 McCall Elementary will continue to utilize a conservative approach to financial management in order to maintain and strategically manage campus finances in light of the uncertain state funding climate. | Campus Administrators | Campus Staff, Campus Administrators, McCall Campus Improvement Committee, PTO Fundraising Opportunities | Aug 2016 – July 2017 | 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 2016 – July 2017 | Parent and Teacher Surveys | Student conduct grade discipline referral data | PI |

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

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. |
|---|---|---|---|---|---|---|
| 6.1 McCall Elementary will annually evaluate the effectiveness of campus programs. (i.e. instructional, co-curricular programs, technology integration) | Campus staff Administrators | Campus Data IT Department UIL Coaches, Walk Through | Aug 2016 – July 2017 | Teacher and Parent Surveys Improvement Plans, Walk Through | Improvement in areas of concern as identified in evaluation process | CNA PD C |
| 6.2 McCall Elementary will utilize technology to improve and automate internal systems. | Campus / District Administrators | IT Department Program Directors | Aug 2016 – July 2017 | AESOP Eduphoria Parent Portal Employee Access System | Increase access to information, Parent & Teacher Surveys | CNA PD |

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|---|---|---|---|---|---|---|
| 6.3  McCall Elementary will continue to evaluate annual parent satisfaction surveys. | Campus staff Administrators | Program Directors, IT Department, | Aug 2016 | Survey Review with Campus Improvement Committee Minutes Survey Submission | Faculty Meeting Agendas to Review Results to Implement Improvement | CNA PI |
| 6.4  McCall Elementary will continue to evaluate annual staff surveys. | Campus staff Administrators | IT Department, Program Directors | Aug 2016 | Survey Review with Campus Improvement Committee Minutes Survey Submission | Faculty Meeting Agendas to Review Results to Implement Improvement | RS CNA |
| 6.5 McCall Elementary will continue to encourage increased participation on parent and staff satisfaction surveys. | District and Campus Administration | Campus Data IT Department, District Survey | Spring Semester 2017 | Survey Review with Central Administration and Campus Improvement Committee Minutes Survey Submission | Faculty Meeting Agendas to Review Results to Implement Improvement | RS CNA |

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