Aledo Independent School District

McCall Elementary

2022-2023 Campus Improvement Plan

Mission Statement

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

The Aledo ISD Mission Statement:

Ensuring high levels of learning for all students

Motto:

"What begins here changes the world."

#McCallFamily #GrowingGreatness

Vision

Aledo ISD Vision Statement

Growing greatness through exceptional experiences that empower learners for life.

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Demographics Summary

McCall Elementary proudly serves 567 students (as of September 2022) in Kindergarten through Fifth Grade and is located in Willow Park, Texas. It is one of six elementary schools in Aledo ISD. The ethnic representation is 2% African American, 22% Hispanic, 67% White, 1% Asian, and 8% two or more races. 15% of the students at McCall are economically disadvantaged, 2% are English Language Learners (ELL), and 13% participate in Special Education. The students of McCall Elementary have a daily attendance rate of 96%. There is a successful balance between academic, arts, and extracurricular opportunities. Students in grades 4 and 5 have the opportunity to participate in Student Council. A positive and supportive community of parents and an active PTO contribute to McCall's success. A Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in various meetings. McCall Elementary can be described as a welcoming, friendly learning community that promotes many school/family/community partnerships, has high instructional expectations, and a wide variety of opportunities for students. McCall has a growing student population and varying levels of economic backgrounds. The McCall student pledge ends with the phrase, "What begins here changes the world!" and teachers truly believe that all students can learn and become life-long learners. Specific attention is given to student achievement through cross-disciplinary literacy, interactive technology, Thinking Maps, Write From The Beginning and Beyond, Workshop Model, formal and informal assessments, small group differentiated instruction, and weekly Collaborative Team meetings.

Demographics Strengths

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

* There is a high level of parental involvement inside and outside the school.

* The staff find ways to connect with ELL families by partnering with district administration to register students, as well as assess ongoing needs and offer services and support.

Demographic Needs

* We need to continue planning for future growth in the district.

- We need to plan and adjust how our campus will adjust and improve with future growth in the district.

Student Achievement

Student Achievement Summary

According to data from the state released STAAR Assessment in August 2022, McCall Elementary had a State Assessment Participation Rate of 93%. The overall Accountability Rating was 96/A rating. This included: Student Achievement-92/A rating, School Progress-94/A rating, Academic Growth-94/A rating, Relative Performance-77/C rating, and Closing the Gaps-100/A rating.

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

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

As a campus, we have implemented district instructional practices and developed processes that engage students through high quality instruction. The master schedule was developed to allow for intervention and student tutoring.

Student Achievement Strengths

- Available assessment data, DRA, IXL, MAP Growth, mClass, and Lexia reports are used to modify teaching strategies in order to differentiate instruction for all students. Support programs are in place that are designed to help supplement and/or extend learning including Special Ed Co-Teach, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, IXL, Write from the Beginning and Beyond, Lexia, Really Great Reading, Heggerty, Reflex, and the Positivity Project.

- Instructional resources such as the literacy library and media center are utilized daily across the campus.

- Technology and software resources are utilized including Promethean Boards, student chromebooks, IXL Math, Lexia, Reflex Math, Prodigy-Reading/Math, Really Great Reading (Phonics), Canvas, Seesaw, STEMScopes, and ClassFlow.

- Weekly collaborative team meetings allow for specific instructional design and training to support all students.

 Use of Title Funding

- Title I-A funds in the amount of $1,420 will be used for supplies for the homeless.

- Title I:C funds in the amount of $2,541 will be used for Migrant Shared Service Agreement with Region 11.

- Title II funds in the amount of $5,853 will be utilized for professional learning for all staff..

- Title III funding of $19,880 will be utilized for supplies and tutoring based on needs identified by the campus ESL teacher and administration.

- Title IV funds in the amount of $11,833 will be utilized for supplies, tutoring, and professional learning.

- Title IV funds in the amount of $11,833: will be used for activities to support safe and healthy students.

ESSER funds (HB4545) in the amount of $5,000 will be utilized to provide tutorials for students who have demonstrated significant learning loss.

Student Achievement Needs

- We will continue to close the achievement gap for Hispanic, Economically Disadvantaged, and ESL students in all core areas.

- We will continue to stress critical writing across all content areas through additional trainings.

- We will attain one year of growth in Reading and Math for each student.

- We will continue to provide teacher training for the Co-Teach Model.

- We will provide Workshop Model training.

- We will continue to provide support and training in instructional design for the campus Problem of Practice.

School Culture and Climate

School Culture and Climate Summary

Campus level teacher surveys were reviewed along with parent and visitor informal feedback. The surveys and informal feedback indicated that McCall has an overall positive climate and culture. Systems such as the weekly McCall Parent and Staff Memos, McCall Facebook page, and Remind communications have been put into place so that survey participation percentages continue to increase, and participation in upcoming surveys is strongly encouraged. Teacher surveys indicated that staff-leadership relationships were favorable (87%). Campus Leadership was ranked highly in the areas of: trust, friendliness, support during challenging times, respect, fairness, caring, understanding of staff personal life challenges, and keeping the best interest of the school in mind.

School Culture and Climate Strengths

- District and school-wide safety procedures are in place and are regularly practiced by staff and students.

- Student leadership and safety are encouraged through Student Council service projects and activities.

- Watch DOGS and volunteers play a significant role in promoting school-wide positive expectations and building a warm and nurturing school environment. This program will continue to be advertised via the parent memos, and McCall Facebook page.

- McCall provides student support activities such as Start with Hello, 5th Grade Clap-Out, Comfort Dogs, Grandparents/Special Guests Night at the Book Fair, Sneak Peek, McCall Tailgate, and Red Ribbon Week.

- Strategic campus recognition of student character qualities will continue. Teachers recognize students for outstanding character and are celebrated monthly campus-wide. Additional student recognition is provided via the McCall Family Brag Board. When recognized, students come to the front office, write their name on the brag board, ring the bell, and have their picture taken.

School culture and Climate Needs

- We will encourage greater parent participation in the use of district-provided online resources.

- We will continue working on consistency in campus procedures through the Behavior Matrix.

- Work is ongoing to create an inclusive environment where all students feel like they belong. Campus leadership is involved in a district-wide effort to intentionally create a safe space that not only recognizes high performers, but also works to celebrate each student in unique ways.

- We will encourage participation to complete staff and parent surveys at the campus level.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McCall Elementary has an experienced and highly qualified staff of 40 teachers which includes: 31 general education teachers, two SPED co-teachers, one Functional Academics teacher, one Dyslexia teacher and one half-time Dyslexia teacher, five professional support staff members, a General Education Counselor, a half-time ESL teacher, an Instructional Specialist, one Gifted and Talented teacher that splits time with two other campuses, a Librarian, one half-time Early Literacy Specialist, one half-time Intervention Specialist, one half-time Special Education Facilitator, a Speech Pathologist, and one Diagnostician. The McCall faculty has a large percentage of staff members with additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. The McCall staff members participate in professional learning activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, cross-disciplinary literacy, formative assessment, workshop model, frequent constructive feedback, and Thinking Maps. All new teachers are provided staff development which includes: T-TESS Training, TBSI Training, New Teacher Orientation, Gifted and Talented Training, and Fundamental 5 Training. New staff who are not certified in ESL are required to take and pass the certification test for ESL.

The committee reviewed the following:

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

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

Staff Quality, Recruitment, and Retention Strengths

- 100% of teachers and staff members will attend district-wide staff development in addition to campus staff development.

- The staff attends research-based professional learning in instructional practices such as cross-disciplinary literacy, Fundamental 5, Thinking Maps, formative assessment, Workshop Model, frequent constructive feedback, Rigor, Relevent, Engagement Rubrics, and Professional Learning Communities.

- Teachers target instruction to meet campus and district goals.

- Ventures, a structured interview process, is used at each interview of potential staff members.

- A committee consisting of administration, the instructional specialist, the librarian, and classroom teachers conduct the interviews.

Staff Quality, Recruitment, and Retention Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately $5,853 allocated to McCall.

- We would like to increase the diversity of our staff.

- We will promote intentional communications with Human Resources concerning future employment changes (ex. notification of retirement as early as possible, change in school districts, changes in career, etc.)

- We need to conduct additional training in RTI procedures for both behavior and academic needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Students are assessed to determine reading levels and work toward progress in fluency and comprehension within small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics skills are taught using Heggerty, Really Great Reading materials, and Fountas and Pinnell. In grades 3-5 RLA teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction. The following programs and resources are used to support classroom instruction for other subjects: Math-Pearson and IXL; Science-Stemscopes; Social Studies.-Social Studies Weekly and Scholastic News. Programs and resources are utilized to provide evidence of student achievement such as common assessments, mClass, Reading Playground, Lexia, MAP, IXL, and DRA. Feedback from these tools allows teachers to tailor instruction to the individual needs of students.

Curriculum, Instruction, and Assessment Strengths

- We meet as Professional Learning Community Collaborative Teams to focus on learning, a collaborative culture, and a results orientation.

- Teachers believe in the District Instructional Focus and implement the initiatives consistently.

- All grade level teaching staff prior to the 2020-2021 school year participated in Instructional Rounds as an observer or observee at least once during each semester. The 2022-2023 school year Instructional Rounds are currently scheduled for October 20, 2022 and February 7, 2023.

- Teachers follow the District Scope and Sequence for each grade level and content to ensure quality instruction that is equitable to other campuses across the district.

- Formative and summative assessment data drives instruction and the implementation of re-teaching and intervention is facilitated by individual teachers.

Curriculum, Instruction, and Assessment Needs

- We will continue to monitor academic progress for each student to ensure that all students are growing academically.

- We will continue to increase proficiency in writing across all grade levels and all content areas.

- We will continue to refine our campus RTI process.

- We will continue to increase learner engagement, relevance, and rigor in all classrooms.

- We will continue to refine extensions for students who have demonstrated proficiency.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, McCall found deficits in academic discussion at the developed level or higher. **Root Cause:** Professional development and specific feedback on academic discussion are needed.

Parent and Community Engagement

Parent and Community Engagement Summary

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

- Parent Messages - text, email, and Remind

- Digital Marquee

- Weekly Principal's Newsletter via Smore

- Campus & Classroom Facebook and Twitter pages

- Classroom Newsletters

- Parent Portal (grades and attendance)

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

- Kindergarten Meet the Teacher

- Watch D.O.G.S. (Dads of Great Students)

- Fall Sneak Peek, Spring Showcase

- Choir Concerts

- Dyslexia Awareness Month, Hispanic Heritage Month, Native American Heritage Month, Black History Month, Asian and Pacific Islander Heritage Month

- Start with Hello Week

- Book Fair (fall and spring)

- Grandparent/Special Guests Evening

- Kindergarten Round-Up

- Parent Reps on School Health Advisory Committee, DWEIC, and the District Growth Committee

- Student Council Service Projects

- PTO Food Drive

- Aledo PTO

- Coffee with the Principal, Assistant Principal and Counselor - each semester

- Aledo Reads

- McCall Fall Tailgate

- Veteran's Day Program

- After School Choir Performance

- Cardboard Arcade

- Family Nerf Wars

- Family Skate Night

Parent and Community Engagement Strengths

- McCall has strong PTO partnerships which allows us to have volunteers, lunchroom help, staff meeting snacks, quarterly luncheons, Teacher Appreciation Week activities, and many other projects.

- We have a strong WatchDOGS program with our male assistant principal leading the way.

- Snack Packs are provided weekly by local churches.

Parent and Community Engagement Needs

- We would like to improve and increase parental involvement for our Economically Disadvantaged student group to better understand of their needs.

- We will continue to solicit parent input and feedback on committees.

- We would like to increase participation on parent surveys.

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have ensured that each campus is financially stable and has the funding necessary to support school endeavors. Their support has given McCall the means of purchasing instructional materials and supplies in order to provide a sound educational environment and meet the needs of the children here. Teachers submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. The facility is well maintained based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance and technology requests are expedited through the Technology Help Desk and School Dude systems.

There is a strong partnership between campus and district leadership.

School Context and Organization Strengths

- There is a strong partnership between campus administration and district maintenance and custodial staff has led to a well-maintained and safe facility for students and staff.
- Available funds are utilized efficiently and appropriately to provide high-quality teaching resources.
- In collaboration with McCall teaching staff, administration has secured numerous impactful teaching and intervention resources such as L.L.I. kits and Generation Genius.
- Community support provided by the Aledo PTO and AISD Community Partners provides an additional layer of support that enhances teaching and learning on campus.

School Context and Organization Needs

- We will continue looking for ways to improve home-school partnerships.
- We will continue to encourage campus staff to engage in positive communication while maintaining transparency when interacting with one another.

Technology

Technology Summary

Ongoing training will continue to be a need as new programs and equipment are utilized at McCall. Opportunities for the integration of new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop and Ipad, a class set of chromebooks, and a Promethean Board, which utilizes both ClassFlow and Active Inspire software. There is also a cart of 30 Chromebooks for campus-wide use.

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

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

Technology Strengths

* We have implemented a campus-wide initiative using SeeSaw for grades Kindergarten through Second Grade student work portfolio. Ongoing usage and training will empower teachers and increase their confidence with the platform.

* Canvas has been successfully implemented in Grades 3-5 with teachers utilizing the platform weekly.

* Remind has been implemented as a fast and effective form of communication between parents and students.

Technology Needs:

* We would like to have on-going yearly technology training for all staff including relevant content examples and modeling with feedback and follow-up.

* We will continue to train and support teachers in K-2 with SeeSaw and Grades 3-5 with Canvas implementation.

Priority Problem Statements

Problem Statement 1: After an analysis of district data, McCall found deficits in academic discussion at the developed level or higher.

Root Cause 1: Professional development and specific feedback on academic discussion are needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McCall Elementary will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2023.

    Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details			Reviews		
Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, by June 2023.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration					
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McCall Elementary will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.

    Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details				Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily instruction.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. **Staff Responsible for Monitoring:** Campus Administration				**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Teachers will implement Critical Writing in daily instruction.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. **Staff Responsible for Monitoring:** Campus Administration				**Dec**	**Feb**	**Apr**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: McCall Elementary will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023.

    Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details		Reviews			

Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.
    Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.
    Staff Responsible for Monitoring: Campus Administration
		Formative			**Summative**

		Dec	Feb	Apr	June
Strategy 2 Details		**Reviews**			

Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.
    Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.
    Staff Responsible for Monitoring: Campus Administration
		Formative			**Summative**

		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of the McCall Elementary collaborative teams 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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will:	**Formative**			**Summative**

Indicator #1:
*Teachers will clarify essential learning standards for each unit and criteria for student mastery.
*Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.
 	
    Strategy's Expected Result/Impact: 86% of Collaborative Teams McCall Elementary will rate at the "Developing" level in Indicator #1 by June 2023.
 	
    Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialist
Campus Administration
	Dec	**Feb**	**Apr**	**June**

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

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the McCall Elementary collaborative teams 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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 85% of collaborative teams at McCall Elementary will rate at the Developing level on Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration				

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

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the McCall Elementary collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1: *Have established an annual SMART goal and assess progress toward reaching the goal. *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 77% of Collaborative Teams at McCall Elementary will rate at the "Developing" level in Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

    Evaluation Data Sources: Paraprofessional turnover rate of less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles.	**Formative**			**Summative**
B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals.	**Dec**	**Feb**	**Apr**	**June**
C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.				
Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%.				
B. Develop pipeline of paraprofessionals who ultimately teach for McCall Elementary.				
Staff Responsible for Monitoring: Executive Director of Human Resources				
Campus Administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, McCall Elementary will promote parent engagement through numerous activities on and off campus.

> **Evaluation Data Sources:** Volunteer data reports, attendance at parent events, participation of parents in campus/district committees, and Panorama family survey data will be monitored during the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: McCall Elememtary will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.	**Formative**			**Summative**
Strategy's Expected Result/Impact: McCall Elementary will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year. **Staff Responsible for Monitoring:** Campus Administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will attend these events and use parental feedback to determine future events during the 2022-2023 school year. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate. Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. **Strategy's Expected Result/Impact:** The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

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

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

Performance Objective 3: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

Evaluation Data Sources: External safety audits and McCall Elementary locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year. Daily campus police officer checks, reported via google survey to the Chief of Police, will document 100% of identified doors being locked by June 2023.

Strategy 1 Details	Reviews			
Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Service Campus Administration	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment. **Staff Responsible for Monitoring:** All Campus Officers Campus Administration Campus Staff	Dec	Feb	Apr	June

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

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Amy Sadler	Administrator
Administrator	Jake Bean	Administrator
Parent	Adobi Moemenam	Parent
Parent	Melissa Kakalecik	Parent
Business Representative	Matt Chapel	Business Owner
Community Representative	Beth Harris	Community Member
Business Representative	Brett Webster	Business Owner
Community Representative	Haley Key	Community Member
Non-classroom Professional	Stacy Cliver	Special Education
Non-classroom Professional	Carol Rodgers	ESL
Classroom Teacher	Shara Hetherington	Second Grade
Classroom Teacher	Andrea Ferrreira	Fourth Grade
Classroom Teacher	Hannah Loftin	Kindergarten
Classroom Teacher	Dannette Sessions	Third Grade
Classroom Teacher	Kathleen Porras	Music
Classroom Teacher	Lori Harbuck	Fifth Grade