McCall Elementary

Aledo Independent School District

Site Based Decision Making Team Members

Stacey Utley	Kindergarten
Mary Susan Neill	First Grade
Julie Johnson	Second Grade
Amber Murry	Third Grade
Lee Ann Griffith	Fourth Grade
Darrell LeJeune	Fifth Grade
Allison Hanson	Special Education
Sue Spreier	Specialist / Support Staff
Julie Choate	Assistant Principal
Jason Beaty	Principal
Stacey Peacock	Parent
Tammy Deegear	Parent
Allen Henard	Community Member
Michael Caldwell	Business Representative

Mission Statement

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

Motto

What Begins Here Changes the World

Last Updated: 10/12/2010

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 2010-2011 school year.

Funding Source	Amount
Title I, Part A (Campus)	$1539.00
Title II, Part A (Campus)	$9097.00
Title III (District)	$10,787.00
State Compensatory Ed.	$48,839.00

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 programs 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.

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

Demographic Narrative

McCall Elementary (184907104) is a Kindergarten – 5th Grade campus in the Aledo Independent School District and is physically located in the community and city limits of Willow Park, Texas at 400 Scenic Trail. There are currently 24 classroom teachers including 1 special education functional academics teacher, 7 professional support teacher (music, physical education, science lab, content mastery / resource, literacy & math (2 teachers job sharing), librarian, computer lab), 1 principal, 1 assistant principal, 1 counselor, 1 nurse, ½ diagnostician (shared with another campus), 1 speech teacher, 1 GT teacher (shared between multiple campuses), 1 ESL teacher, 6 paraprofessional (4 are special education), 1 PEIMS clerk, and 1 secretary / receptionist. The average years of experience for professional staff is 8.8 years with 3.7 being in the Aledo I.S.D..

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

Strengths:
The support of the changing and mobile populations of McCall this support is not only through the academic instructional dedication of teacher but also the social support provided through various community organizations and extracurricular opportunities after school.

Needs:
Continued socio economic and ESL staff training for all staff in recognizing and meeting the needs of all learners from all backgrounds.

School Context and Organization Narrative

MSBDM reviewed and discussed school profile questions as related and presented from the SEDL to help guide the focus and direct the strengths and areas of concern for McCall. The committee also used the surveys provided in May 2010 to staff and parents both from the district and the campus to help with further identification of teaching satisfaction and collaboration, instructional focus, campus goals, parent involvement, technology needs, school and campus climate. The committee reviewed the upcoming year of benchmarks and assessments and made recommendations based on the needs identified in the student needs and instructional areas of the comprehensive Needs Assessment (CNA).

MSBDM reviewed the participation ratio of staff and parents with regards to surveys and discussed the importance of participation in these opportunities. The committee reviewed the MSBDM required meeting dates of four times during the year. August 18, 2010, December 6, 2010, March 7, 2011, May 9, 2011. The committee also discussed the use of unplanned meetings that may need to be called it was agreed that as much notice that can be given for these meetings will be given.

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

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

Needs:
Continued support in meeting the needs of all students and providing the support necessary for students to be successful. Understanding that we must always look at ways to improve our campus and be open to new ideas.

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Student Achievement Narrative

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

	Reading	Math	Writing	Science
All Students	97%	96%	96%	91%
African American	99%	99%		
Hispanic	90%	85%	94%	75%
White	98%	98%	98%	94%
Economically Disadvantage	89%	83%	91%	71%

Above assessment results reflect an increase in student performance with the exception of the following:

-2%   Writing All Students from 98% meeting standard to 96%
-3%   Science All Students from 94% meeting standard to 91%
-5%   Science Hispanic from 80% meeting standard to 75%
-3%   Science White from 97% meeting standard to 94%

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

Needs:
Student achievement in all academic areas for our student groups especially economically disadvantage and Hispanic this includes TAKS, TPRI, and DRA.

Curriculum, Instruction & Assessment Narrative

The MSBDM reviewed TAKS data for all students as well as the subgroups including (Special Education, Hispanic, and Economically Disadvantaged) for grades 3rd -5th. The campus principal also visited with 3rd -5th grade to disaggregate this data on August 18. The MSBDM committee also reviewed the TPRI data as well as the end of the year DRA data for all K-2nd grade students. The campus principal disaggregated this data with K-2nd grade teachers on August 19. 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 TPRI results. The campus principal shared this information with current 3rd grade teachers on August 18. The committee also reviewed student achievement data from the following secondary resources, KidBiz, STAR Reading / Math and SuccessMaker.

The MSBDM reviewed data with regards to attendance (not only for student but staff as well), 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.

Student's needs are also reviewed weekly 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. The campus administration also meets with each grade level / teams once a six weeks to discuss student needs.

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

Students in grades 3-5 reading, math, science, and writing needs are assessed two times per year (one time per semester these specific dates vary based on district testing windows) using TAKS released test.

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

McCall Elementary hosted a Kindergarten roundup March 22 – March 26 with extended hours available on March 23. Parents were required during this open registration time to sign the student up for a kindergarten screening with the counselor using the Phelps Kindergarten Screening assessment. The results from these screenings were then used by campus administration to determine readiness and for balancing classroom placements. This data was then shared with kindergarten teachers August 19, 2010 for their review.

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

Needs:
More students in student groups receiving the necessary instructional time, materials, and delivery methods to close gaps between all students (student group).

School Culture & Climate Narrative

MSBDM reviewed surveys from both parents and teachers as well as minutes and agendas from previous years Principal Chats (6 weeks meetings held by principal and assistant principal with 2 grade level student reps) and used this data along with parent and visitor informal feedback 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 to the opportunities that are provided each group to be an instrumental part of the campus. Each group feels as they are members of the McCall family and they are a welcomed addition to the McCall family through these opportunities to actively participate in the continued growth of the campus.

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

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Technology Narrative

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

Some of the added technology that has been added to McCall for safety, communication, and collaboration include the following:

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

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

Strengths:
Access to equipment, materials, and software.

Needs:
Development of Technology Campus Plan and continued staff development.

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Family & Community Involvement

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

MSBDM reviewed the data collected by parent and staff surveys the committee 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 as well to help determine the quality, strengths and areas of concern for communication, school and community relationships, academic progress, student and staff recognition, safety, instruction, student behavior, and comments / suggestions.

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

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

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

- Meet the Teacher *August 19, 2010*
- Curriculum Night *September 2, 2010*
- WatchDog Kick off & Pizza Party for dads and students *September 24, 2010*
- WatchDog Program
- Father Daughter Dance *Spring 2011*
- Mother Son Kickball Tournament *Spring 2011*
- Muffins with Mom *May 2011*
- Date with Dad *October 1, 2010*
- Report Card Conferences
- Book Fair *October 25-29, 2010 & Spring 2011*
- Kindergarten Round-Up *March 21-25, 2011 late night until 6pm March 22*
- Volunteer Appreciation Breakfast *May 2011*
- WatchDog Moms Night Out *December 2010*
- McCall Campus Committee Meetings (MCC) *August 18, 2010, September 28, 2010*
- Parent Reps on School Health Advisory Committee (SHAC)
- Parent Reps on District Wide Educational Improvement Committee (DWEIC)
- McCall Runners' Club *March 2011*
- Student Council Service Projects *each 6 weeks*
- PTO Food Drive *October 2010*

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

Needs:
Continued growth of WATCH Dog program and the increased involvement and participation of student groups especially economically disadvantaged and Hispanic students.

Staff Quality, Recruitment & Retention Narrative

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

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

The committee reviewed the requirements that all new McCall teaching staff will participate in the district wide Aledo Writing Process (this was suspended for the 2010 summer due to participant numbers), TPRI training Balanced Literacy training (kindergarten – second grade new teachers) and Reading Academies (kindergarten – 5th grades). New teachers are also required to have a campus mentor for 2 years the mentor program uses the Texas Beginning Educator Support System (TxBESS) model.

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

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

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

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

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

Needs:
Continued support of new teachers and mentor teachers during the first few years of being hired. Providing teachers with continued RtI staff development and support to help with students who are having problems with behaviors and academics.

McCall Elementary Campus Improvement Plan

All Strategies/Action Steps are scheduled to be completed during the 2010-2011 school year.

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Evaluate previous years state assessment performance to assess student's needs in grades 3-5.	CA, CS	TEA Report, AEIS Report, Released Test, Eduphoria Data	Aug. 2010	SAM	TAKS Scores	CNA, RS, A
Achieve at least 90% state assessment reading and writing scores for all students in grades 3-5 by utilizing a variety of instructional methods based on identified needs.	CA, CS	SuccessMaker, Literacy & Math Class Personnel SEC $ 48,839 1 FTE (2 staff), Benchmark Data, Texas Primary Reading Inventory (TPRI), Balanced Literacy, Eduphoria Data, Tutorials, AEIS Data, DRA	June 2011 (when initial TAKS results are released)	TAKS Scores, AEIS Report, Eduphoria Data	TAKS Scores	CNA, RS, HQ, PD, A, M, C
Meet or exceed AYP targets for all students and student groups using a variety of instructional methods based on identified student needs.	CA, CS,	Success Maker, Literacy & Math Class SEC $ 48,839,, Benchmark Data, TPRI, Balanced Literacy, Eduphoria Data, Tutorials, AEIS Data, DRA	July 2011 (when initial AYP results are released to schools)	AYP Report	AYP Report / Data	CNA, RS, HQ, PD, A, M, C
Writing will be used daily in grades K-5 to improve / maintain student and student groups performance on the state assessment for writing when tested at grade 4	CA, CS	Aledo Writing Process, Write Traits	Weekly (lesson plan checks and classroom observations)	TAKS Scores, AEIS Report, Lesson Plans, Benchmark Results, Student Writing Portfolios	TAKS Scores Writing 4th Grade	CNA, RS, HQ, PD, A, M, C
Monitor student performance on Texas Primary Reading Inventory (TPRI) Beginning, Middle, and End of Year administrations	CA, K,1, & 2 Staff, L&M	TPRI Assessments	Sept. 2010 Jan. 2011 April 2011	TPRI Data Sheets, L&M TPRI Meeting SA with teachers	TPRI Results, L&M Roster, Summer School Attendance	CNA, RS, A
Use ongoing assessments to monitor students progress in reading and writing	CA, CS	DRA, TPRI, Benchmark Testing, SuccessMaker Lab, Writing Portfolios, Eduphoria Data, STAR Reading Assessment	Weekly	DRA Data, TPRI Data, Eduphoria Data, SuccessMaker Data, STAR Reading Data	TPRI, DRA, TAKS Results	CNA, RS, A

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Goal #1: Student achievement

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Identify and remediate state assessment reading and writing skills for students by student groups in a non-discriminating way	CA, CS	TEA Report, AEIS Report, Released Test, Eduphoria Data, TPRI, DRA s, STAR Testing, Accelerated Reader (AR)	Aug. 2010	DRA Data, TPRI Data, Eduphoria Data, Successmaker Data, AR Data and goals	TAKS Scores, AEIS Report	CNA, RS, A
Students tested in TELPAS will show 1 years growth each year in listening, speaking, reading and writing.	CA, CS, DA, ESL	Title III Funds $5787 ESL Teachers, L&M Teachers SEC $ 48,839 1 FTE (2 staff), Benchmark Data, TPRI, Success Maker, Supplemental Materials, Balanced Literacy, Eduphoria Data, DRA, Star Reading, AR	June 2011 (when TELPAS results are released)	TELPAS Comprehensive Report, AYP Results, AEIS Data	TELPAS Results	CNA, RS, HQ, PD, A, M, C
Provide summer school extended year services for identified students. K-5th grade	SSD, SSCA, SSS	ARI Funds, Title I Funds $60,000, Local Funds, Supplemental Materials	May 2011 (summer school roster and schedule are set)	Extended School Year enrollment and attendance records. ESY progress reports, Master Schedule, Expenditure Reports, TAKS Confidential Student Reports, Texas Primary Reading Inventory (TPRI), Accelerated Instructional Plan (AIP)	Summer School Attendance, Reports, and Schedule	HQ, A, M, C
Meet or exceed Gold Performance Acknowledgment Standards for the percentage of examinees scoring at or above commended performance on state assessment as identified on the Academic Excellence Indicator System (AEIS).	CA, CS	Success Maker, Supplemental Materials, Eduphoria Data, tutorials, Benchmark testing	June 2011	Successmaker lab attendance, tutorial attendance, Benchmark testing roster and data	AEIS Report compared yearly, TAKS Results	CNA, RS, HQ, PD, A, M, C
Monitor and support differentiated instruction/learning opportunities for identified students	CA, CS	GTC, GT, SED, SE,CS,, ESL Director, ESL, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff, Title I Funds $1539, Title II Funds $9097, Supp Materials, SuccessMaker lab	Weekly (lesson plan checks and classroom observations)	AEIS Report and PBMAS Report compared yearly, Lesson Plans, GT Differentiation Documentation Form	AEIS Report, TAKS Results, TPRI Results, DRA Results,	CNA, RS, HQ, A, M, C

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Increase the percent of students scoring 3 or 4 on state assessment written compositions with all student Kindergarten - Fifth grade writing daily across all content areas.	CA, CS	Aledo Writing Process, Write Traits, Writing Portfolios, Supplemental Materials, Tutorials	June 2011	AEIS Report compared yearly for each student group	TAKS Results	CNA, RS, HQ, PD, A, M, C
Use district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.	AR	Success Maker, Literacy & Math Class SEC $ 48,839 1 FTE (2 staff), Supplemental Materials, Title I Funds$1539, Tutorials, Texas Primary Reading Inventory (TPRI), Benchmarks, Performance Based Monitoring (PBM)	2 x per month except Aug, Dec, & June 1 x per month	Campus documentation of RtI Plan and progress monitoring data for individual students, SAM, RtI Committee Schedule	RtI Committee Agenda, Student RtI folders, RtI Observation Sheets, Referrals both SPED and 504	CNA, RS, HQ, PD, A, M, C

Last Updated: 10/12/2010

Goal #1: Student achievement

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Evaluate previous years state assessment performance to assess student's needs in grades 3-5.	CA, CS	TEA Report, AEIS Report, Released Test, Eduphoria Data	Aug. 2010	SAM	TAKS Scores	CNA, RS, A
Improve or maintain TAKS math skills for all students and student groups at or above 90% utilizing a variety of instructional methods based on identified student performance needs.	CA, CS	Success Maker, Supplemental Materials, Benchmark Data, Tutorials, Eduphoria, STAR Math Assessments, TMSDS	June 2011 (when initial TAKS results are released)	AEIS Report, tutorial attendance, STAR Math Usage Report, SuccessMaker Attendance Report, TMSDS reports	TAKS Scores	CNA, RS, HQ, PD, A, M, C
Meet or exceed AYP targets for all students and student groups utilizing a variety of instructional methods based on identified student performance needs.	CA, CS	Success Maker, Supplemental Materials, Benchmark Data, Tutorials, STAR Math Assessments, Eduphoria, TMSDS	July 2011 (when initial AYP results are released to schools)	AYP Report, tutorial attendance, STAR Math Usage Report, SuccessMaker Attendance Report, TMSDS reports	AYP Report / Data	CNA, RS, HQ, PD, A, M, C
Utilize a district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.	CA, CS	Title I Funds $1539, Success Maker, Supplemental Materials, Tutorials, STAR Math, TMSDS	2 x per month except Aug, Dec, & June 1 x per month	Campus documentation of RtI Plan and progress monitoring data for individual students, SAM, RtI Committee Schedule, TMSDS reports	RtI Committee Agenda, Student RtI folders, RtI Observation Sheets, Referrals both SPED and 504	CNA, RS, HQ, PD, A, M, C
Meet or exceed Gold Performance Acknowledgment Standards for the percent of examinees scoring at or above commended performance on TAKS math.	CA, CS	Success Maker, Supplemental Materials, Eduphoria Data, tutorials, Benchmark testing, Supplemental Materials, TMSDS	June 2011	Successmaker lab attendance, tutorial attendance, Benchmark testing roster and data, TMSDS reports	AEIS Report compared yearly, TAKS Results	CNA, RS, HQ, PD, A, M, C
Provide summer school extended year services for identified students. 4-5th grade	SSD, SSCA, SSS	ARI Funds, Title I Funds $60,000, Local Funds, Supplemental Materials	May 2011 (summer school roster and schedule are set)	Extended School Year enrollment and attendance records. ESY progress reports, Master Schedule, Expenditure Reports, TAKS Confidential Student Reports, Texas Primary Reading Inventory (TPRI), Accelerated Instructional Plan (AIP)	Summer School Attendance, Reports, and Schedule	HQ, A, M, C

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Monitor and support differentiated instruction/learning opportunities for identified students	CA, CS	GTC, GT, SED, SE,CS,, ESL Director, ESL, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff, Title I Funds $1539, Title II Funds $9097, Supp Materials, Successmakr lab, TMSDS	Weekly (lesson plan checks and classroom observations)	AEIS Report and PBMAS Report compared yearly, Lesson Plans, GT Differentiation Documentation Form, TMSDS reports	AEIS Report, TAKS Results, TPRI Results, DRA Results,	CNA, RS, HQ, A, M, C

Goal #1: Student achievement

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Evaluate previous years science state assessment performance to assess student's needs in grades 3-5.	CA, CS	TEA Report, AEIS Report, Released Test, Eduphoria Data	Aug. 2010	SAM	TAKS Scores	CNA, RS, A
Improve or maintain TAKS science skills for all students and student groups at or above 90% utilizing a variety of instructional methods based on identified student needs at grades 5,	CA, CS	Elementary Science Lab Teachers, Supplemental Materials, Benchmark Data, Tutorials, Eduphoria, TMSDS, Tutorials	June 2011 (when initial TAKS results are released)	AEIS Report, tutorial attendance, Science Lab Attendance, TMSDS reports	TAKS Scores	CNA, RS, HQ, PD, A, M, C
Meet or exceed Gold Performance Acknowledgment Standards for the percent of examinees scoring at or above commended performance on TAKS science.	CA, CS	Elementary Science Lab Teachers, Supplemental Materials, TMSDS, Tutorials	July 2011 (when initial AYP results are released to schools)	AYP Report, tutorial attendance, Science Lab Attendance, TMSDS reports	AYP Report / Data	CNA, RS, HQ, PD, A, M, C
Utilize a district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.	CA, CS	Title I Funds $1539, Success Maker, Supplemental Materials, Tutorials, STAR Math, TMSDS	2 x per month except Aug, Dec, & June 1 x per month	Campus documentation of RtI Plan and progress monitoring data for individual students, SAM, RtI Committee Schedule, TMSDS reports	RtI Committee Agenda, Student RtI folders, RtI Observation Sheets, Referrals both SPED and 504	CNA, RS, HQ, PD, A, M, C
Monitor and support differentiated instruction/learning opportunities for identified students	CA, CS	GTC, GT, SED, SE,CS,, ESL Director, ESL, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff, Title I Funds $1539, Title II Funds $9097, Supp Materials, TMSDS	Weekly (lesson plan checks and classroom observations)	AEIS Report and PBMAS Report compared yearly, Lesson Plans, GT Differentiation Documentation Form, TMSDS reports	AEIS Report, TAKS Results	CNA, RS, HQ, A, M, C
K-5 Teachers will assist in strengthening science and social studies TEKS through various resources.	CA, CS	FOSS science kits, daily oral geography, weekly readier & scholastic news, technology based programs, field trips, AIMS, Steve Spangler science labs, distance learning, Discovery Science	Weekly (lesson plan checks and classroom observations)	Lesson plans, observations, experiments, assessments	AEIS Report, TAKS Results,	RS, A, M

Last Updated: 10/12/2010

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

Persons Responsible: CA = Campus Administration, CS = Campus Staff, GT = GT Teacher/ Specialist, GTC = GT Coordinator, L&M = Literacy & Math Teacher/ Specialist, SBC = Site-Based Committee, ESL = ESL Teacher / Specialist, DA = District Administration, SSD = Summer School Director, SSCA = Summer School Campus Admin, SSS = Summer School Staff, MT = Mentor Teacher, SC = School Counselor, SLT = Science Lab Teacher, SET = Spec. Educ. Teacher, ARDC = Admission Review & Dismissal Committee, SED = Special Education Director, RSS = Related Services Staff, TS = Technology Staff

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

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

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

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
The percentage of special education students participating in all TAKS tests will remain at or above state average and No Child Left Behind (NCLB) requirements (1%/2%).	CA, SET,CS, ARDC	Reading/Math Lab (Success Maker), Literacy & Math Class, District Special Education Programs, Benchmark Data, Supplemental Materials, Tutorials, Eduphoria	June 2011 (when initial TAKS results are released)	PBMAS and SPP Reports compared yearly, ARD Records, IEPS	ARD Records, AEIS Data, TPRI Data, DRA Data, TAKS Results	CNA, RS, HQ, PD, PI, A, M, C
Increase the percentage of special education students demonstrating mastery in all content areas tested by state assessments.	CA, SET,CS, ARDC	Reading/Math Lab (Success Maker), Literacy & Math Class, District Special Education Programs, Benchmark Data, Supplemental Materials, Tutorials, Eduphoria, TPRI Results, IDEA Federal Funds for Staff Development, Equipment, Supplies, DRA Results	June 2011 (when initial TAKS results are released)	PBMAS and SPP Reports compared yearly, ARD Records, IEPS	ARD Records, AEIS Data, TPRI Data, DRA Data, TAKS Results	CNA, RS, HQ, PD, A, M, C
Consider related services for each student with disabilities through a team approach and provide a variety of service delivery options.	CA, SET,CS, RSS, ARDC	Supplemental Materials and Staff, Individuals with Disabilities Education Act-Federal Funds, ARD Committee	As each ARD occurs	Public Education Information Management System (PEIMS) and Admission, Review, Dismissal (ARD) records, IEPS	ARD Records, AEIS Data, TPRI Data, DRA Data, TAKS Results	CNA, HQ, PI, T, A, C
Consider a continuum of placement options, supplementary aides and services based upon the student's needs and Individual Education Plan (IEP) results in least restrictive placement of the student.	CA, SED, SET, CS, ARDC, RSS	District Special Education Programs and Services, Contracted Placement Option, Shared Service Agreements, Individuals with Disabilities Education Act-Federal Funds	As each ARD occurs	Public Education Information Management System (PEIMS) and Admission, Review, Dismissal (ARD) records, IEPS	ARD Records, AEIS Data, TPRI Data, DRA Data, TAKS Results, 125 % Report	CNA, RS, HQ, PD, PI, T, C
A team of qualified personnel and parent(s) use re-evaluation process and assessment results regarding instructional implications.	CA, SET, CS, ARDC	SE Staff, Federal Funds	As each ARD occurs	ARD Documentation, ARD Schedule	ARD Records,	CNA, RS, HQ, PD, PI, A

Goal #1: Student achievement

Objective: Enhance instruction and services for *Gifted and Talented*

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Provide GT training annually for teachers, administrators and counselors according to the Texas State Plan for Gifted and Talented.	GTC, GT	Local Funds, GT Summer Institute, College Board Workshops, Region XI, Reimbursement from State (AP & Pre-AP) for Attending Training	Fall (sept – nov) 2010 June, July, Aug 2011	AISD Staff Development Schedules, Sign-In Sheets, Staff Development Evaluations, Participant Certificates, Campus Documentation of GT Hours per GT Teacher, Administrator and Counselor	Lesson Plans, Classroom Observation AEIS report, State Assessment Results	PD, C
Provide specialized classes for identified GT students and cluster GT students in classes.	GTC, CA, GT	PEIMS Data, GT Budget, GT Assessment Data	Weekly	Homeroom Rosters, GT Program Rosters, GT Specialist Daily / Weekly Schedules, PEIMS Data	Assessment Performance State / Local,	CNA, C
Identify and provide differentiated learning and enrichment opportunities based on student needs.	CA, CS, GT	GT and Campus Budgets, Supplemental Programs and/or Materials, GT Assessment Data	Weekly (lesson plan checks and classroom observations)	AISD Differentiation Documentation Form by Teacher, Supplemental Class Schedules and Rosters	Student Work Samples, Assessment Performance State/Local,	C
Continue Texas Performance Standards Project for grades 3 through 5.	GT	GT Budget, Performance Standards Project Curriculum	Weekly (lesson plan checks and classroom observations)	Lesson Plans, Project Documentation	Student Performance Project Work Samples	C
Inform parents through multiple means of communication about student eligibility and services for gifted and talented students.	CA, GT	AISD Calendar, Campus / District Websites, Email, Alert-Now, Mailers	Aug. 2010 For all new students when registering, Spring 2011	Campus Calendar Agenda, Sign-In Sheets, Open House, newsletters, Brochures and Open-Testing Nominations	Number of Request for GT Assessment by Parents	PI

Last Updated: 10/12/2010

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Implement safe and drug free school activities	DA, CA, CS	Local Funds, School Health Advisory Committee (SHAC), Red Ribbon Wk	Aug. 2010 October 2010	Campus Calendars and Schedules, Parent Notification, Campus Newsletters, Red Ribbon Wk Activities, School Calendar	Discipline Referrals	CNA, RS, PD, PI, C
Review, revise, publish and disseminate student code of conduct including extracurricular codes of conduct.	CA, CS	TASB Legal Service, ESC Region XI, Campus Website	Aug. 2010	AISD On-line Policy, Student Handbook, Campus Documentation, Signed Parent Copy of Receipt	Discipline Referrals, Parent Grievances Filed, Parent Survey, Student Conduct Grades	PI, C
Provide and promote Character Education.	CA, CS	Supplemental Funds Money Raised Through Family Nights at Chick-fi-la	Monthly	Evidence of Character Related Activities, Training Certificates, Morning Announcements, Lesson Plans, Counselor Lessons	Discipline Referrals, Parent / Staff Surveys, Student Conduct Grades	CNA, RS, PD, PI, C
Monitor student absences and tardies then contact parent of students with chronic absenteeism or tardies.	CA, CS	PEIMS Data, No Tardy Parties	Daily	School attendance records, Teacher parent communication logs, absenteeism letter in cum file, No Tardy Party attendance	PEIMS Data	CNA, RS, PI
Continue parent / public awareness program for alcohol / drug prevention.	CA, CS	Local Funds, Red Ribbon Wk	Oct. 2010	Campus Calendars and Schedules, Parent Notification, Campus Newsletters	Discipline Referrals, Parent / Staff Survey	CNA, RS, PD, PI, C

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Provide comprehensive counseling program which will include classroom guidance lessons and a response service through individual referrals and small group programs. Provide preventative education concerning unwanted physical or verbal aggression, sexual harassment and other forms of bullying in school on school grounds and in school vehicles.	CA, CS, SC	Local Funds, Assessment Data, formal / informal observations, Supplemental Materials	Weekly	Teacher survey, parent survey, list of students serviced and record of attendance. Counselors Lesson Plans	Discipline Referrals, Parent / Teacher Survey, Student Conduct Grades	CNA, PI, C
Continued Support of AISD Connections mentoring program with students identified by teachers, parents or administrators.	CA, CS, SC, Connections Coordinator	Local Funds, formal / informal observations,	Weekly	Staff survey, participation on file, program evaluation	Number of students who have mentors	CNA, RS, PD
Continued use of CATCH Health curriculum.	CA, CS	Local Funds	Weekly (lesson plan checks and classroom observations)	Campus lesson plans	Fitness Gram Results, surveys and assessments, Active students	CNA, RS,
Continued use of Fitness Gram Assessment	CA, PE Teacher	Local Funds	Spring 2011	PE Lesson Plans, Fitness Gram Report	Fitness Gram Results Compared Yearly	CAN, RS
Utilize a social contracts implemented through Capturing Kids' hearts for those who have been trained.	CA, CS	Local Funds	Daily	Teacher survey, social contracts on file with office, social contracts displayed in classroom	Discipline Referrals, Student Conduct Grades	PD, RS

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Continue distance learning opportunities at all campuses.	DA, TS	Local Funds	Weekly (lesson plan checks and classroom observations)	Record of Scheduled Events	Student Work Samples, Student Experiences	C
Expand the use of Classroom Response Systems to collect student data and address specific areas of need.	DA, CA, TS	Local Funds	Weekly (lesson plan checks and classroom observations)	Student Data Reports, Documentation of Staff Development	Student Use and Knowledge of technology, data records from lessons using systems	CNA, RS, PD, A, M, C
Provide district wide "Safe Computing" event to increase student, staff and community awareness of risks when using technology including appropriate responses to those risks	DA, CA, TS	Local Funds	Sept 2010	Record of Scheduled Event, AISD Website "Staff Resources", Lesson Plans	Discipline Referrals, Student Conduct Grades	PI, PD
Continue the development of technology committees and campus technology leaders to assist with integration of technology in the classroom	DA, CA, TS	Local Funds, Designated Campus Staff	6 weeks Committee Mtg	Teacher and Campus STaR Chart, Calendar of Events, Committee Meeting Minutes, SAM	Lesson Plans, Teacher use of technology,	PD
Continued use of Parent Portal for attendance and grade reporting to parents	DA, CA, CS, TS	Local Funds,	Weekly updates of grades daily update of attendance	Documentation of usage, grades and attendance posted	Parent / Teacher Surveys, Parent Grievances,	PI, RS
Implementation of Eduphoria for classroom assessment, benchmark testing, and teacher developed test / quizzes, Appraisals and walkthroughs	DA, CA, CS, TS	Local Funds, Eduphoria Website and access to server	Weekly	Lesson plans, usage reports, PDAS documentation,	Student achievement, PDAS timelines met	CAN, RS, A, M

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Goal #4: School / Parent / Community Involvement
Objective: Maintain a partnership between school, community, business and service organizations and increase parental communication

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Continue distribution of online school/district climate survey to parents annually.	DA	K12 Insight	May 2010	Online Survey Results	Acknowledgment of Concerns and Evaluation for Possible Changes, Continued Support of Other Areas	PI
Continue to provide access(with in AISD facility usage guidelines) to campus facilities for community/service organizations.	DA, CA	District Facilities, On-Line Facility Usage Guidelines and Fee Schedule, On-Line Facility Request Form, On-Line Procedures for Reserving and Renting a Facility	June 2011	Facility Request Records, Fee Records	Record of Usage of Facility	PI
School and community work cooperatively to provide for economically disadvantage and homeless students and families.	DA, CA	District Homeless Liaison, Campus Principals, East Park County Center of Hope, AdvoCats, Area Churches	Daily	Documentation of Referrals to Organizations, Documentation of Services Provided (i.e., free/reduced lunch, supplies, clothing, medical referrals)	Students Needs Being Met	C
Provide parent compact in student handbook to share educational responsibilities between students, parent & teacher	SBC	Local, Title Guidelines	Aug 2010	Signed compact on file for each student, sign-in sheet and agenda from Site Based meeting.	Discipline Referrals, Parent / Teacher Survey, Student Conduct Grades, Parent Grievances	PI, CNA
Maintain campus website	Campus webmaster, CA, CS	Local funds	Daily	Current webpage published	Usage Reports, Parent / Teacher Survey	PI
Seek newspaper / media coverage of events	CA, CS, District PR	Local newspaper, Districts Public Relations Dept, Bearcat Vision, AISD Communicator	Weekly	Evidence in print or online of coverage of events.	, Parent / Teacher Climate Surveys	
Report Card Conferences	CA, CS	Calendar of events, early release date	After 2nd 6 weeks After 4th 6 weeks	Sing-in sheets	Number of conferences, Parent / Teacher Survey	PI, A, CNA

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Goal #4: School / Parent / Community Involvement
Objective: Maintain a partnership between school, community, business and service organizations and increase parental communication

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

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining a webpage.	DA, CA,	Local Funds, Recruitment Schedule	Spring 2011	Numbers of Positions Posted, Number of Applications Received, Job Fair Sign-In Sheets, AISD Website	Number of Applicants at job fairs	HQ, R/R
Maintain an effective teacher mentoring system in order to retain highly qualified staff.	DA, CA, MT	Local Funds, State Mentoring Program	Aug 2010	Mentor Assignments, New Teacher Professional Progress Reports, New Teacher Survey	New Teachers are assigned mentors, Teacher retention	HQ, PD, R/R
Assist any late hire teachers to meet highly qualified requirements in a timely manner.	DA, CA	Local Funds	Aug 2010 or As Hired	Highly Qualified Worksheets, Texas Examination of Educator Standards (TExES) Registration and Results	Newly hired teachers receive staff development and necessary training	HQ, PD, R/R
Analyze and review data from current core subject teachers' transcripts, certifications, testing, staff development, in-service records to ensure that all meet highly qualified status.	DA, CA	Local Funds	Aug 2010	Teacher Schedules, Personnel Records, Highly Qualified Worksheets	All teachers are HQ and Audits of records are positive	HQ
Analyze and review data from prospective core subject teachers' transcripts, certifications, testing, staff development and service records to ensure that each one meets highly qualified status.	DA, CA	Local Funds	Yearly (prior to recommending for hiring)	Personnel Records, Highly Qualified Worksheets	All applicants hired are HQ and Audits of records are positive	HQ
Maintain percentage of highly qualified core academic subject area teachers to meet 100%.	DA, CA	Local Funds	Aug. 2010	Personnel Records, Highly Qualified Campus Reports, Principal's Attestation Report	All teachers are HQ and Audits of records are positive	HQ, R/R
Maintain the percentage core academic subject area classes taught by highly qualified teachers to meet 100%.	DA, CA	Local Funds	Aug. 2010	Teacher Schedules, Personnel records, Highly Qualified Campus Reports	All teachers are HQ and Audits of records are positive	HQ, R/R

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Persons Responsible: CA = Campus Administration, CS = Campus Staff, GT = GT Teacher/ Specialist, GTC = GT Coordinator, L&M = Literacy & Math Teacher/ Specialist, SBC = Site-Based Committee, ESL = ESL Teacher / Specialist, DA = District Administration, SSD = Summer School Director, SSCA = Summer School Campus Admin, SSS = Summer School Staff, MT = Mentor Teacher, SC = School Counselor, SLT = Science Lab Teacher, SET = Spec. Educ. Teacher, ARDC = Admission Review & Dismissal Committee, SED = Special Education Director, RSS = Related Services Staff, TS = Technology Staff

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

Goal #5: HQ Personnel & Staff Development

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100%.	DA, CA	Local Funds	Aug. 2010	Teacher Schedules, Personnel Records, Highly Qualified Campus Reports	All teachers are HQ and Audits of records are positive	HQ, R/R
Maintain the percentage of teachers receiving highly qualified professional development to meet 100%.	DA, CA	Title I Funds $1539, Title II Funds $9097, Title III Funds $5787 IDEA Federal Funds	Aug. 2010 June 2011	Documentation of Professional Development (i.e., Sign-In Sheets, Agendas, Evaluations)	All teachers are HQ and Audits of records are positive	HQ, PD, R/R
Ensure low income/minority students are not taught at higher rates than other student groups by inexperienced, out of field or non-highly qualified teachers	DA, CA	Local Funds	Aug. 2010 June 2011	AEIS Report, PEIMS	AEIS Data, State Assessment Results, All teachers are HQ and Audits of records are positive	CNA, HQ, R/R
Attract and retain highly qualified teachers.	DA, CA	Local Funds	Aug. 2010 June 2011	Budget, Recruiting Schedule, AISD Website	Teacher Retention Rate	HQ, R/R
Report annually to stakeholders the status of the district and all campuses toward meeting the state's highly qualified target goal.	DA, CA	Local Funds	Dec. 2010	Highly Qualified Public Report, Principal's Attestation, NCLB Compliance Report, AISD Website, SAM	All teachers are HQ and Audits of records are positive	C
Improve minority recruitment through contacts with area universities.	DA, CA	Local Funds, Recruitment Schedule	Spring 2011	Purchase Orders for Recruitment Registration, Job Fair Sign-In Sheets, AISD Website	AEIS Report	HQ, R/R
Provide a stipend for mentor teachers.	DA, CA	Local Funds	1 x per year	December Payroll	Retention of Mentor Teachers	HQ, R/R
Provide district-wide staff development and early release days (aligned across campuses) based on identified instructional needs.	DA, CA	Calendar, Budget, Assessment Results, Surveys, Title II Funds $9097	June 2011	Documentation of Professional Development Certificates, SAM	Teacher Surveys, Registration Documentation, Student Achievement, state and federal compliance	CNA, RS, PD, C
Annually review and improve salary/benefit package for all employees and to remain competitive within the metroplex.	DA	Local Funds	Yearly	Compare Salary/Benefits Packages	Salary and Benefits Package Comparable to similar school districts in our area	C

Last Updated: 10/12/2010

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

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

Persons Responsible: CA = Campus Administration, CS = Campus Staff, GT = GT Teacher/ Specialist, GTC = GT Coordinator, L&M = Literacy & Math Teacher/ Specialist, SBC = Site-Based Committee, ESL = ESL Teacher / Specialist, DA = District Administration, SSD = Summer School Director, SSCA = Summer School Campus Admin, SSS = Summer School Staff, MT = Mentor Teacher, SC = School Counselor, SLT = Science Lab Teacher, SET = Spec. Educ. Teacher, ARDC = Admission Review & Dismissal Committee, SED = Special Education Director, RSS = Related Services Staff, TS = Technology Staff

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Goal #5: HQ Personnel & Staff Development

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Train/provide updates to professional staff regarding: • 504 policies/procedures • Dyslexia policies/procedures, MTA (Multi-Teaching Sensory Approach) • Identification, recruitment, and services for homeless and migrant students • Assessment • ESL certified TELPAS raters Professional Development Appraisal System (PDAS) ELPS & ESL Methodologies and Strategies	DA, CA	504 Coordinator, Dyslexia Coordinator, Dyslexia Staff, District Homeless/Migrant Liaison, Counselors, PEIMS Clerk Staff, Training Materials, Region XI SSA	June 2011	Documentation of Training/Updates, SAM	Student Achievement, AEIS Report, Local, State and Federal Compliance, 504 Documents, MTA Records, State Assessment Compliance, LPAC Records, ESL Documents, PDAS Compliance	CNA, PD, C
Require staff development as a condition for employment: • Aledo Writing Process (all elementary staff and secondary ELA and social studies staff) • Professional Development Appraisal System (PDAS) Training • Texas Behavioral Support Initiative (TBSI) • New Teacher Orientation • ESL Certification • TELPAS Certification • Texas Primary Reading Inventory (TPRI), Grades K-2 • Balanced Literacy, Grades K-2 • Crisis Prevention intervention (CPI) • Gifted and Talented Training • Texas Reading Academics	DA, CA	Local Funds, District/Campus Trainers, On-Line Training Modules, Region XI	June 2011	Documentation of Staff Development (i.e., Sign-In Sheets, Agendas, Evaluations)	Student Achievement, AEIS Report, Local, State and Federal Compliance, 504 Documents, MTA Records, State Assessment Compliance, Office Referrals, Teacher Grievances, DRA Records,	PD, R/R, C

Last Updated: 10/12/2010

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Provide digital copy of McCall teacher handbook. (will provide hard copy upon request)	CA	TASB Handbook guidelines, local funds	Aug 2010	Documentation of receipt of handbook or access to online copy.	Teacher Grievances, Local, State, and Federal Compliance	
Provide Capturing Kids Hearts staff development opportunities.	CA, CS	Local Funds, Title I Funds $1539	June 2011	Documentation / certification of attendance on file.	Student Achievement, Student Referrals, Student Conduct Grade	PD
Continue grade level meetings with team	CA, CS	Conference times	1 x per wk	Grade Level Meeting SAM	Lesson Plans, Student Achievement	
Continue grade level meetings with campus administrators	CA, CS	Conference times	1 x per 6 wks	Grade Level Meeting SAM	Lesson Plans, Student Achievement	
Continue to provide training for staff in use of technology in the classroom.	CA, CS, Campus Technology Committee	Teacher request, Needs Assessments, Title II part D SSA with Region XI	1 x each 6 week after school	Lesson plan increase use of technology, attendance certificates, sign-in sheets & agendas.	Lesson Plans, teacher survey, STAR state teacher survey	

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

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Goal #5: Early Childhood Transition

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

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Continue to provide opportunity for kindergarten screening and parent conferences in conjunction with kindergarten enrollment.	CA, SC, Nurse	PHELPS Kindergarten Readiness Screening, Local Funds	May 2011	Documentation of receipt of handbook or access to online copy.	Number of Students who enroll in the spring and are screened	T
Invite area preschool classes to tour our kindergarten classes and school.	CA, SC, CS	Community preschool programs, local funds	May 2011	Documentation / certification of attendance on file.	Number of participants	T
Provide opportunities for preschool reading workshops for parents and students.	CA, SC, CS, L&M	Little Cats Can Read Program, Local Funds	2 x During May 2011	SA	Number of Participants	T, PI, CNA
Provide 1 Week for Kindergarten Round-Up opportunity for parents to pre-register incoming Kindergarten students.	CA,	Registration packets available, PHELPS sign-up sheet, Local Funds	1 week during March 2011	Lesson plan increase use of technology, attendance certificates, sign-in sheets & agendas.	Number of Students who enroll during this week	T