Aledo Independent School District

McAnally Middle School

2024-2025 Campus Improvement Plan

Mission Statement

To ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Demographics

Demographics Summary

McAnally Middle School (MMS) opened its doors on August 17th, 2022. MMS is a sixth through eighth grade campus with 900 students and is the second middle school in the history of Aledo ISD, sharing 6-8 grade responsibilities with Aledo Middle School (AMS). There are 284 sixth-grade students, 293 seventh-grade students, and 323 eighth-grade students attending MMS. Built to respond to the fast growth of our district, and to support middle aged children, MMS has a working capacity of 1240 students. Students attending MMS come from feeder elementary schools Annetta, Coder, McCall, and Walsh. The campus has 57 full-time teachers, sharing 3 teachers with AMS, and 23 professional staff.

Additional student demographic information is outlined in the chart below.

Category	Percent of Enrollment
White	68%
Hispanic	22%
American Indian-Alaskan Native	0.5%
Black-African American	2%
Other	2%
Two-or-More	4.8%
Economically Disadvantaged	22.31%
Special Education	10.67%
Emergent Bilingual	4.09%

The CIP was developed using input from multiple users. The plan will be monitored, reviewed, and revised at Campus Improvement Committee meetings in January, March, and May.

Demographics Strengths

- The student population is becoming more diverse from multiple dimensions.
- Experienced teachers are employed to handle the diverse student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Additional staff is needed to effectively manage the growing diverse needs of MMS students.

Root Cause: Budget cuts in Texas have reduced staff numbers at campuses statewide.

Student Achievement

Student Achievement Summary

McAnally Middle School has developed processes and instructional practices that engage students through high quality instruction. Academic achievement is a high priority for all stakeholders, and an ongoing focus on collaboration amongst our teachers is a driving factor in the success of our students. Teachers offer a guaranteed and viable curriculum to ensure equitable learning for all students. Collaborative teams identify student needs based on their common assessments and develop intervention plans for them to address their individual strengths and needs. Students in 6-8 are assessed on a "Beginning of Year," MAP test. MAP is a norm referenced assessment that gives our campus insight into our students reading and math levels compared on a national level.

We have designed flex time in our master schedule to allow for teachers to provide interventions, based on demonstrated need on formative and summative assessments.

We have included data for each of the 23/24 assessments, as seen below:

STAAR Math	Approaches	Meets	Masters
6th	88%	54%	21%
7th	60%	28%	2%
8th	89%	53%	15%
Algebra	100%	87.72%	62.28%

STAAR Reading Language Arts	Approaches	Meets	Masters
6th	88%	73%	40%
7th	89%	72%	41%
8th	89%	71%	41%

STAAR Science	Approaches	Meets	Masters
8th	86%	59%	23%

STAAR Social Studies	Approaches	Meets	Masters
8th	76%	43%	26%

Student Achievement Strengths

Students achieved at high levels on 23/24 STAAR; the school as a whole is projected to receive a 91 on the school report card.

There were several increases in scores from the year before, including in both 6th and 7th Grade ELAR & Math, as well as 8th Grade Math.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 7th Grade Math performance remains lower than other subjects.
Root Cause: The removal of 125+ advanced students from 7th grade data causes the results to be lower

District Culture and Climate

District Culture and Climate Summary

McAnally Middle School begins the 24/25 with a new principal; as with any change in administration, there is a learning curve with respect to how integrate new aspects of culture development.

The professional teaching staff, however, saw very little turnover from 23/24 to 24/25. Only 1 ELAR teacher and 2 SPED teachers were added.

Strategies will be employed to engage all teachers to foster collaboration and cohesiveness, especially related to the ability of different grade level teachers to interact with each other.

District Culture and Climate Strengths

Lack of teacher turnover demonstrates that teachers have a positive level of job satisfaction, despite the turnover in administration from the previous year.

There are few discipline referrals, which suggests that students know the expectations, enjoy being here, and have positive relationships with teachers and their peers.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1: Teachers reported that there is very little collaboration or relationships between grade levels.
Root Cause: There are very little opportunities (outside of CT time) for teachers of different grade levels to interact.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Approximately 50+ professional teachers are employed at McAnally Middle School, 90% of which returned from the 23/24 school year. Strategic placement of teachers has been key to establishing a good culture and performance.

In addition, 20+ other staff are employed at the school, including counselors, administrators, and paraprofessionals.

3 teachers have been selected for the Teacher Leadership Cohort, which develops leadership skills.

The school will employ various strategies to retain staff, including surveys, PTO luncheons, recognition programs, and other techniques.

Staff Quality, Recruitment, and Retention Strengths

There were only 3 total teachers/staff who departed after the end of last year, so a majority of the staff returns from a high-performing team.

The majority of teachers have 3+ years of experience.

Both Assistant Principals are returning for the second year, and counselors have multiple years of experience.

Multiple programs to reward and recognize teachers for performance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Systems are not deliberately put in place to celebrate teacher achievement/performance and/or empower teacher leaders
Root Cause: Change in administration in the middle of the previous year left the campus without strategic direction.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of MMS are working to support the District Instructional Focus for the 2024-2025 school year. Teachers have received training in aggressive monitoring, SEL strategies (i.e. mindful minute), and gradual release (I do, We do, You do).

Teachers have access to a guaranteed and viable curriculum; planning takes place in weekly collaborative team meetings with a set agenda.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, student Chromebooks, Eduphoria, Canvas, and other applications. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

Curriculum, Instruction, and Assessment Strengths

- Weekly Collaborative Team (PLC model) meetings to review data, plan lessons, and answer the 4 PLC questions.
- Assessment format mirrors the STAAR platform, so students have multiple opportunities to "practice like they will play."
- Common language among faculty related to lesson framework, lesson design, and best instructional practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): A set of cohesive instructional strategies are not used campus wide by a majority of teachers.
Root Cause: A lack of instructional focus due to change in leadership.

Family and Community Engagement

Family and Community Engagement Summary

In alignment with relevant research, MMS faculty recognizes the importance between school, parent, and community relationships. Accordingly, the schools hosts various events that encourage participation and attendance for parents at the school--curriculum nights, open house, PTO meetings, community partnerships, etc.

Moreover, a weekly newsletter is sent to parents (and teachers) to keep them abreast of what is happening at school from an event and curriculum perspective. The campus website is updated on a weekly basis and postcards are sent home to students weekly to foster positive relationships. We do students of character walks to recognize positive behaviors around school.

Finally, MMS coordinates with AdvoCats and the Aledo Education Foundation to ensure students are equipped to be successful academically.

Family and Community Engagement Strengths

1. Multiple access points for parents to get involved--PTO, AEF, curriculum nights, etc
2. Parent volunteer opportunities--front desk, color battle, etc
3. Multiple events geared at fostering positive relationships and recognizing desired behaviors.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Attendance at events (other than meet the teacher and athletics) remains relatively low
Root Cause: Incentives and advertising has been low or non-existent.

District Organization

District Organization Summary

McAnally Middle School is entering its 3rd year in Aledo ISD after being split from Aledo Middle School. It houses 3 grade levels--6th, 7th, and 8th grades with approximately 900 students in attendance. The school was established in response to the rapid growth in population in Aledo and surrounding areas. Our students feed into MMS through Annetta, Coder, McCall, and Walsh elementary schools.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders (department heads and grade level leads) and administrators that make operational decisions. These campus leaders are given a voice as they play a vital role in curriculum writing and program selection and implementation. The guiding coalition met prior to the start of school to plan logistical procedures for the campus including before, during, and after school processes--these were designed to maximize safety and effective instructional time.

A master schedule has been developed that supports the PLC at Work process. Collaborative teams meet weekly to engage in work surrounding the 4 PLC critical questions to ensure high levels of learning for all students. All teachers have been assigned to a specific department which is led by a Collaborative Team Leader, charged with guiding their individual teams. The campus has increased the number of collaborative teams; eliminating most singleton teacher assignments so collaboration and collective responsibility are possible across the campus.

District Organization Strengths

Strengths:

- *The implementation of a true middle school model with 6-8 grades.*
- *Common planning time among departments*
- *More opportunities for teacher leadership, such as mentors and collaborative team leaders, administrative internships*
- *Flex is being utilized to maximize individual instruction, intervention, and extension.*

Problem Statements Identifying District Organization Needs

Problem Statement 1: McAnally Middle School must continue to establish its identity
Root Cause: The campus is only 2+ years old and has had 3 total principals in that brief time.

Technology

Technology Summary

Students in Aledo ISD, and therefore at McAnally Middle School, all have access to Chromebooks on a 1-to-1 basis. Students are often seen using technology to complete assignments, projects, and exams.

Technology Strengths

1-to-1 chromebook distribution with 99% of students bringing a charged chromebook daily.

Ample practice time on the same platform that STAAR is administered so students are familiar with the format they will experience during STAAR tests.

Multiple access points to various programs (i.e. IXL) that use technology to provide real-time intervention based on student performance and current levels.

Problem Statements Identifying Technology Needs

Problem Statement 1: When students do not have a working chromebook (or is not charged), teachers report they do not complete the assignment for the day.
Root Cause: Broken chromebooks cause turnaround delays; loner allotments are often depleted.

Priority Problem Statements

Problem Statement 1: A set of cohesive instructional strategies are not used campus wide by a majority of teachers.

Root Cause 1: A lack of instructional focus due to change in leadership.

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: 75% of MMS staff members will embed SEL strategies into their lessons. Some examples include mindful minutes, attendance check questions, mood meters, etc.

Performance Objective 1: Teachers will learn a variety of SEL strategies to embed into daily lessons (TTESS Dimensions 1.3 and 2.1) by December 2024. Strategies will be covered in August Professional Learning sessions as well as newsletters.

Evaluation Data Sources: Walkthroughs
Instructional Rounds
Lesson Planning (CT attendance)

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Mindful Minute--this strategy encourages students to decompress each period for one minute and refocus (whole brain strategy) their brains to prepare for the lesson.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased engagement for 90%+ students A 25%+ decrease in discipline referrals **Staff Responsible for Monitoring:** Teachers Administrators Counselors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Considerable	Considerable	

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: 75% of MMS staff members will use some form of aggressive monitoring (aka "data everyday" or "clipboard cruising") to collect data about student performance each day.

Performance Objective 1: By May 2025, 75% of teachers will use techniques to collect data about student performance on a daily basis. Strategies will be introduced in September newsletter as well as November Professional Learning session.

High Priority

Evaluation Data Sources: Walkthroughs
Instructional Rounds
Observations

Strategy 1 Details	Reviews			
Strategy 1: Aggressive Monitoring--teachers will learn about a strategy that collects data from students on a daily basis. The first introduction includes listing all students on a spreadsheet and marking their understanding related to the lesson objective before the student leaves the classroom for the day.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student performance Increased understanding of students' knowledge of the learning objective for the day **Staff Responsible for Monitoring:** Department Heads Administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress	Considerable	Considerable	

○ No Progress	○ Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: 90% of teachers will employ classroom screen or some other method to deliberately display their expectations (academic and behavioral), which leaves students little to no doubt about what they should be doing.

Performance Objective 1: By May of 2025, 90% of teachers will use techniques to display what their academic and behavioral expectations so all students are aware of what they should be doing and what it should look/sound like at all times.

Evaluation Data Sources: Walkthroughs
Instructional Rounds
CT Attendance
Observations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning--Demonstrate intentional directions and expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will know what is expected of them; therefore, discipline referrals will decrease by 20%.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Teachers, APs	Considerable	Considerable	Considerable	

⬤ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Goal 4: MMS students will be in attendance 96.5%+ for the year.

Performance Objective 1: Campus administrators and new attendance clerk will implement 3+ strategies that help improve attendance at MMS. This will include attendance mentors, home visits, letters, and phone calls home.

> **Evaluation Data Sources:** Daily Attendance Rates in Ascender
> Phone Call Logs
> Home Visit Logs (police officer)

Strategy 1 Details	Reviews			
Strategy 1: Attendance calls will be made to any student who has missed more than 3 days in a 3 week period.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance Increased awareness from parents on the impact of attendance on student achievement	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Attendance Clerk **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Considerable	Accomplished	Accomplished	

Strategy 2 Details	Reviews			
Strategy 2: Home Visits to any students who have missed 4+ days in a month period	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased Attendance	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Police Officer Administrators Attendance Clerk	Considerable	Considerable	Considerable	

Strategy 3 Details	Reviews			
Strategy 3: Mentors will be assigned to students who have demonstrated repetitive attendance issues over the past 3 years.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased attendance Increased student-faculty connection **Staff Responsible for Monitoring:** Administrators Guiding Coalition Members Teacher Leadership Cohort Members **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	**Dec**	**Feb**	**Apr**	**June**
	Considerable	Considerable	Considerable	

⭘ No Progress   ⭘ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director Student Services		Ingia Saxton	9/23/2024
Child Abuse and Neglect	Executive Director Student Services		Ingia Saxton	9/23/2024
Coordinated Health Program	Executive Director Student Services; Deputy Superintendent		Ingia Saxton	9/23/2024
Decision-Making and Planning Policy Evaluation	Assistant Supt. Student & Community Programs		Ingia Saxton	9/23/2024
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/23/2024
Dropout Prevention	Deputy Superintendent; Executive Director Student Services		Ingia Saxton	9/23/2024
Dyslexia Treatment Program	Executive Director Special Programs		Ingia Saxton	9/23/2024
Title I, Part C Migrant	ESL Cordinator; Direcotr of Assessment and Accountability		Ingia Saxton	9/23/2024
Pregnancy Related Services	Executive Director Special Programs/Executive Director Student Services		Ingia Saxton	9/23/2024
Post-Secondary Preparedness	Executive Director Student Services; Director of CTE & Advanced Academics		Ingia Saxton	9/23/2024
Recruiting Teachers and Paraprofessionals	Deputy Superintendent; Director of Human Resources		Ingia Saxton	9/23/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/23/2024
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/23/2024
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/23/2024
Technology Integration	Chief Technology Officer		Ingia Saxton	9/23/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent, Chief of Police		Ingia Saxton	9/23/2024