

Aledo Independent School District

McCall Elementary

2024-2025 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 #AllinAledo

Vision

Aledo ISD Vision Statement:

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCall Elementary proudly serves 445 students (as of September 2024) in Kindergarten through Fifth Grade and is located in Willow Park, Texas. It is one of seven elementary schools in Aledo ISD. The ethnic representation is 1% African American, 23% Hispanic, 70% White, 1% Asian, and 5% two or more races. 24% of the students at McCall are economically disadvantaged, 4% are Emergent Bilingual (EB), and 18% participate in Special Education. The students of McCall Elementary have a daily attendance rate of 97%. 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, tutoring club for 5th grade, book club, and choir. Grades 2-5 have the opportunity to participate in Chess Club. Through annual activities such as Popsicles with Principals, a Fall Tailgate event, Family Night with Book Fair in the Fall, and Spring Cardboard Arcade, 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 continues 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 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 finds ways to connect with Emergent Bilingual families by partnering with district administration to register students, as well as provide parent, family, and community events, and 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 how McCall 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 2023:

	Third Grade Reading	Third Grade Math	Fourth Grade Reading	Fourth Grade Math	Fifth Grade Reading	Fifth Grade Math	Fifth Grade Science
Approaches	97%	93%	94%	85%	95%	86%	89%
Meets	83%	71%	74%	62%	71%	61%	59%
Masters	56%	27%	39%	32%	45%	28%	34%

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 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 and Beyond, 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 has been developed to allow for intervention and student tutoring.

Student Achievement Strengths

- Available assessment data, IXL, MAP Growth, and mClass 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, Gifted and Talented, MTSS, Interventionist, 504, Dyslexia, tutors, The Writing Revolution, IXL, Write from the Beginning and Beyond, Really Great Reading, Heggerty, and the Positivity Project.
- Instructional resources such as decodable books and media center are utilized daily transitional texts across the campus.
- Technology and software resources are utilized including Promethean Boards, student chromebooks, IXL Reading/Math, Really Great Reading (Phonics), Canvas, Seesaw, Savvas, Generation Genius, Breakoutedu.com, chatgpt.com, and MagicSchool.ai, and ClassFlow.
- Weekly collaborative team meetings allow for specific instructional design and training to support all students.

Use of Title Funding

- Title I: Homeless \$1655
- Title II funds in the amount of \$14,140 will be utilized for professional learning for all staff.
- Title III funding of \$22,122 will be allocated for supplies and tutoring tailored to the district's ESL needs. Decisions are made at the district level, incorporating input from individual campuses to ensure that the diverse needs of all schools are addressed effectively.

- Title IV funds in the amount of \$11,314 will be used for activities to support safe and healthy students.

Student Achievement Needs

- We will continue to close the achievement gap for Hispanic, Two or More Races, Economically Disadvantaged, and ESL students in all core areas.
- We will continue to stress critical writing across all content areas through additional trainings and implementation of The Writing Revolution and Write from the Beginning and Beyond with fidelity.
- Working to become a schoolwide Title I campus to support the diverse needs of McCall.
- We will continue to provide teacher training for the Co-Teach Model.

School Culture and Climate

School Culture and Climate Summary

Campus level student, parents and teacher surveys were reviewed along with visitor informal feedback. The surveys and informal feedback indicated that McCall has an overall positive climate and culture. Systems such as the weekly McCall Matters and Staff Memos, McCall Facebook page, Instagram, and Remind communications have been put into place so that survey participation percentages continue to increase, and participation in upcoming surveys will be strongly encouraged. Teacher surveys indicated that staff-leadership relationships were favorable (93%). School climate was up 2% from last year and Professional Learning was up 23% from the 2023 staff survey.

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 McCall Matters parent newsletter, Instagram, and McCall Facebook page.
- McCall provides student support activities such as "Start with Hello" Week, Curriculum Night, class parties, Aledo Reads, Attendance Week, 5th Grade Clap-Out, Comfort Dogs, Grandparents/Special Guests Night at the Book Fair, Sneak Peek, McCall Tailgate, Big/Little Buddies, and Red Ribbon Week.
- Strategic campus recognition of Bearcat of Character will continue. Teachers recognize students for outstanding character and are celebrated monthly, campus-wide.

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.
- We will encourage parents to attend lunch when their child is nominated for Bearcat of Character.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McCall Elementary has an experienced and highly qualified staff of 29 teachers which includes: 23 general education teachers, three SPED co-teachers, two Dyslexia teachers, three professional support staff members, a General Education Counselor, an Instructional Specialist, one Gifted and Talented teacher that splits time with two other campuses, one Digital Media/Intervention Specialist, a Speech Pathologist, a Speech Language Pathologist Assistant, and a 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 assessments, Workshop Model, assessment capable learners, frequent high quality 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 (English as a Second Language) are required to take and pass the certification test for ESL by March 1.

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 in grades kindergarten - third grade attend Reading Academy. 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, Relevance, Engagement Rubrics, the Science of Teaching Reading and Professional Learning Communities.
- Teachers target instruction to meet campus and district goals.
- A committee consisting of administration, an instructional specialist, counselor, Digital Media/Intervention Specialist, and classroom teachers conduct staff interviews to fill available positions.

Staff Quality, Recruitment, and Retention Needs

- Title II funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$14,140 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/MTSS 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 will continue our focus on high-yield formative assessment, frequent feedback, critical writing, lesson framing, active participation, assessment capable learners, academic discussion, and the Workshop Model. The curriculum is aligned through the district Scope and Sequence. Interventions by support personnel such as the campus Digital Media Specialist/Interventionist, Instructional Specialist, and Dyslexia teachers are structured for small group instruction and individual progress and success. Our campus Instructional Specialist provides Tier 3 interventions for Kindergarten - third grade in reading and kindergarten - second grade in math. The Digital Media Specialist/Interventionist provides Tier 3 interventions in fourth and fifth grade reading and third - fifth grade math. The Instructional Specialist also provides instructional support for all grade levels.

Students are assessed to determine strengths and weaknesses and work toward progress in fluency and comprehension. Writing and grammar skills are incorporated within reading instruction. Phonics skills are taught using Heggerty, Really Great Reading materials, Really Great Reading, decodable readers, 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-Savvas; Social Studies-Social Studies Weekly and Scholastic News. Programs and resources are utilized to provide evidence of student achievement such as common assessments, mClass, Really Great Reading Playground, MAP, and IXL Reading/Math. 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 results orientation.
- Teachers believe in the District Instructional Focus and implement the initiatives consistently.
- All grade level teaching staff prior to the 2023-2024 school year participated in Instructional Rounds as an observer or observee at least once during the school year. The 2024-2025 school year Instructional Rounds are currently scheduled for October 1, 2024 and January 28, 2025.
- 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, Instructional Specialist and our Digital Media Specialist/Interventionist.

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 MTSS process for academics and behavior.
- 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 Spring 2024 campus rounds data, there is not consistent evidence of learner connections. Students were not able to articulate meaningful connections between content learned and real world application.

Root Cause: Professional development and specific feedback on learner connections are needed.

Family and Community Engagement

Family and Community Engagement Summary

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

- Parent Messages - text, email, McCall Matters - parent newsletter, monthly newsletter from each grade level, Instagram, and Remind
- Campus & Classroom Facebook and Instagram pages
- Parent Portal (grades and attendance)

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

- Kinder Camp
- Watch D.O.G.S. (Dads of Great Students)
- Curriculum Night
- 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, Safety Committee and the District Growth Committee
- Student Council Service Projects
- PTO Food Drive
- Aledo PTO
- "Aledo Reads" Day
- McCall Fall Tailgate
- Veteran's Day Program
- After School Choir Performance
- Cardboard Arcade

Family and Community Engagement Strengths

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

projects.

- Snack Packs are provided weekly by local churches to economically disadvantaged students.

Parent and Community Engagement Needs

- We would like to improve and increase parental involvement for our Economically Disadvantaged and ESL student groups to better understand their needs.
- We will continue to solicit parent input and feedback on committees.
- We would like to increase participation on parent surveys.

School Organization

School 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. The Aledo Education Foundation purchased and donated decodable readers for grades K-2. 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 Incident IQ System.

School Organization Strengths

- There is a strong partnership between campus administration, district maintenance, and custodial staff which 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 Breakout Education 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. K-2 grade levels have a set of 12 chromebooks and grades 3-5 have 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), Instagram, Canvas, SeeSaw, Webex, Remind, and improved assessment instruments such as IXL Math/Reading and MClass 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 use SeeSaw for grades K-2 student work portfolios.
- Canvas has been successfully implemented in Grades 3-5 with teachers.
- Remind has been implemented as a fast and effective form of communication between parents and students.

Technology Needs:

- We would like to have ongoing 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 Grades K-2 with SeeSaw and Grades 3-5 with Canvas.

Priority Problem Statements

Problem Statement 1: After an analysis of Spring 2024 campus rounds data, there is not consistent evidence of learner connections. Students were not able to articulate meaningful connections between content learned and real world application.

Root Cause 1: Professional development and specific feedback on learner connections 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

- Student Achievement Domain
- 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
- 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
- Response to Intervention (RtI) student achievement 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
- 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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McCall Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, and Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2025.

Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily Instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We will, I will, So that I can...with fidelity by June 2025. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Critical Writing in daily instruction (weekly in math). Strategy's Expected Result/Impact: 100% of Teachers will implement Critical Writing into daily/weekly instruction by June 2025. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Accomplished	 Accomplished	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McCall Elementary will implement the active participation indicator of the learner engagement rubric with fidelity in 100% of classrooms, by June 2025.

Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Frequent Small Group Purposeful Talk (FSGPT) to gain actionable data to drive instruction. Strategy's Expected Result/Impact: 100% of teachers consistently utilize FSGPT 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 2025. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2025, 83% 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: 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: 83% of collaborative teams at McCall Elementary will rate at the Developing level on Indicator #1 by June 2025. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2025, 83% of the McCall Elementary collaborative teams district wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will: 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: 83% of collaborative teams district wide will rate at the Developing level on Indicator #1 by June 2025.	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	<div><div></div></div> Accomplished	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2025, 83% of the McCall Elementary collaborative teams district wide 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: 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. Strategy's Expected Result/Impact: 83% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2025. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div></div> Considerable	<div><div></div></div> Accomplished	<div><div></div></div> No Progress	
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: McCall Elementary 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: McCall Elementary will ensure an educational environment that reflects a commitment to student, parent, and family engagement and safety of all students and staff.

Evaluation Data Sources: student and staff attendance; Thrive Thursday challenges; staff and student participation surveys/feedback

Strategy 1 Details	Reviews			
Strategy 1: McCall Elementary will develop a plan to promote student attendance through awareness and engagement activities such as 10 for 10, grade level weekly competitions, Celebrate Attendance Week, and Strive for less than 5 that will increase average daily student attendance. Strategy's Expected Result/Impact: Increased student attendance will positively impact student growth and sense of belonging.	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable		
Strategy 2 Details	Reviews			
Strategy 2: Through reflection of the Panorama survey results, as well as other data points, McCall will promote a student and staff wellness plan and activities such as: McCall tailgate, Grandparents/Special Guest Night at the Book Fair, Curriculum Night, Class parties, Chess Club, Aledo Reads, Amazing Place Competition, choir performances that encourage connecting and belonging at McCall. Strategy's Expected Result/Impact: Increased opportunities for family and student engagement will increase student sense of belonging. Staff Responsible for Monitoring: Administration Counselor	Formative			Summative
	Dec	Feb	Apr	June
	 Considerable	 Considerable		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I - Previous

1.1: Comprehensive Needs Assessment

The McCall staff and Campus Improvement Committee, consisting of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment.

Campus Improvement Committee Meeting: September 5, 2024

Title I \$20,126

Title I District Homeless \$1,655

Title II \$14,140

Title III District \$22,122

Title IV District \$11,314

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Committee meets at least annually to review and adjust the needs assessment narratives, including "Parent and Community Engagement" activities and campus goals and strategies. Feedback regarding the Parent Involvement Policy is shared at the district level so it can be considered when reviewing the district's Parent Involvement Policy. The committee includes teachers, administrators, staff, parents, community members and business members.

The Campus Improvement Committee met on September 5, 2024 to review the needs assessment narratives, campus goals, and evaluate effectiveness of the Campus Improvement Plan. Data was used to revise strategies for the 2024-2025 school year.

2.2: Regular monitoring and revision

The Campus Improvement Planning Team will meet throughout the year to monitor formative and summative goal data. We will update our campus improvement goals quarterly as a committee.

January 7, 2025 Campus Improvement Plan Committee met to review student, staff and parent data and to revise the Campus Improvement Plan strategies accordingly.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be available on our campus web page for parents and the community to review. Translations are available by contacting the teacher or campus administration. Campus communication through Blackboard is translated to the primary language requested by the parent or guardian. Parents and community can access information on the district website in multiple languages by utilizing the translation option at the top of the webpage.

2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

Each school year, parents and families are invited to a Curriculum Night where campus administrators and teachers help parents understand the connection between curriculum,

McCall Elementary

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instruction and state and local assessment. Parent training is provided on the District Instructional Focus, how the Professional Learning Community process ensures all students meet proficiency on grade level standards, how parents can stay involved with their student's academic success including how to monitor progress through technology resources and the importance of partnering with the teacher and school throughout the year.

The state standards are the curriculum of the district and all decisions about intervention are focused around student success on the essential standards. Collaborative teams set grade level goals and work individually with students to set student achievement goals. Collaborative teams meet weekly to review student achievement data, including formative and summative classroom assessments and district screeners and benchmarks to determine intervention and extension needs for individual students including students represented in the emergent bilingual, special education and economically disadvantaged sub-groups. Intervention and extension are provided during the daily flex period so that students receive ongoing support throughout the year to meet proficiency of grade level standards. Teachers ensure implementation of IEP and IAP accommodations for students who need support gaining access to the state standards. Parents receive progress and assessment reports throughout the year with ongoing opportunity for parent and teacher collaboration.

The campus coordinates transition planning for incoming Kindergarten students who have participated in the district's Pre-K program to ensure supports are consistent between campuses including any accommodations necessary to meet state standards.

Counseling services are available to all students in addition to monthly guidance sessions to support students social emotional needs. Classroom teachers implement P2 lessons weekly for additional social emotional student support.

Aledo ISD instructional calendar includes embedded professional learning days prior to each grading cycle for embedded professional learning.

2.5: Increased learning time and well-rounded education

The campus administration strategically created a master schedule to ensure maximized instructional time in each content area. Teachers plan core lessons within a workshop model framework allowing small group instruction during class to maximize instructional minutes. Lesson design includes daily objectives with a focus on rigor and relevance within a productive learning environment. In addition, the campus master schedule includes a daily flex period where students receive targeted intervention and extension based on formative and summative data. Students attend rotations such as music, art and MakerSpace in addition to receiving counselor guidance lessons.

2.6: Address needs of all students, particularly at-risk

The Professional Learning Community process ensures that we are looking at student performance on an individual basis and monitoring student growth throughout the year. Each week, Collaborative Teams answer four questions when reviewing student data: What do we expect students to learn? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already know it? In response to the third question, teachers and interventionists work with students to ensure growth and achievement on essential grade level standards to promote postsecondary readiness.

The Instructional Specialist, Librarian and Compensatory Education tutors work with Tier 3 students to ensure growth and achievement. The Aledo RTI at Work tiered model supports both academics and behavioral intervention.

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan will be evaluated annually by the Campus Improvement Committee. Multiple forms of data, including formative data on campus improvement goals, local and state student achievement data and parent and staff survey data, are used to drive discussions and decisions. The Campus Needs Assessment is the foundation for the Campus Improvement Plan including goals and strategies.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement (PFE) Policy and Title I components are required under the ESSA statute and are subject to review by TEA. The PFE Policy and Title I

components are reviewed annually with the Campus Improvement Committee and for all parents and families, during the Title I parent meetings. Stakeholders are given the opportunity to provide feedback on the policy so that parent and family engagement activities can be updated as needed. In addition, the Teacher/Parent/Student Compact is reviewed and feedback requested at the Title I meetings and in the parent and staff newsletter to foster a culture of belonging and partnership between all stakeholders.

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus web page. This was additionally shared with families in the campus newsletter. In addition, the Campus Improvement Plan is shared with all stakeholders via the campus webpage.

4.2: Offer flexible number of parent involvement meetings

Parents and families are given at least two different opportunities annually to attain Title I information, including participation of the school in the Title I, Part A program, Title I requirements, the parents rights to be involved, opportunities to request meetings and school compact, and provide feedback. Title I feedback is solicited in various ways and at various times to involve as many participants as possible.

Title 1 Meeting: September 5, 2024 - 9:00 AM

Title 1 Meeting: October 8, 2024 - 4:45 PM

In addition to the Title I meetings, parents are encouraged to attend and be involved in multiple engagement opportunities.

Watch D.O.G.S program (community and parent partnership) Raptor sign in/out system "All Around Annetta" Curriculum Night helps our parents understand curriculum and assessment and ways to be involved in their student's progress throughout the year Teacher-Parent Communication (at least three required - one email, one phone call, one in person conference but may requested by contacting the teacher anytime) Parent Volunteers - Ongoing Volunteer 101 Training Opportunities Active PTO Staff Appreciation Annual PTO Food Drive School Newsletters all help make our parents feel a part of the school and educational process Student Leadership Opportunities Morning Monitors StuCo Student Ambassadors Parent representatives on school health advisory committee (SHAC) Fall Festival Literacy and Lemonade (A Grandparents and Grand Adults Event) Choir Concerts Scholastic Book Fair Kindergarten Round Up Kinder Kamp Popsicles with the PrinciPAL Start with Hello Week Red Ribbon Week Daily Happy Happenings on Facebook We involve the community through our AISD app, district and campus website, parent emails and Remind texts, Aledo ISD and Annetta Elementary Facebook page, Annetta Art Page (insta), and our PTO newsletter.

5.1: Determine which students will be served by following local policy

McCall Elementary is a new Targeted-Assistance campus for 24-25. Students who have an accelerated learning plan and/or are receiving Tier 3 levels of support will be served through the targeted-assistance program.

Title I - Updated

Site-Based Decision Making Committee

Committee Role	Name	Position
Non-classroom Professional	Noack Giselle	Music Teacher
Non-classroom Professional	Bryant Zoe	Special Education
Classroom Teacher	Samantha Buckles	Fifth Grade
Classroom Teacher	Kennedy Sosa	Fourth Grade
Classroom Teacher	Crystal Mehrhoff	Third Grade
Classroom Teacher	Jennifer Sarvis	First Grade
Counselor	Niki Heimke	Counselor
Classroom Teacher	Young Carrie	Second Grade
Classroom Teacher	Hannah Loftin	Kindergarten
Community Representative	Haley Key	Community Member
Business Representative	Brett Webster	Business Owner
Community Representative	Beth Harris	Community Member
Business Representative	Matt Chapel	Business Owner
Administrator	Karen May	Administrator
Administrator	Amy Sadler	Administrator

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 Coordinator; Director 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