

**Aledo Independent School
District**

**Lynn McKinney
Elementary**

**2025-2026
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Demographics

Summary

Lynn McKinney Elementary opened last year, August 2024, as part of the Aledo ISD family currently zoned as the only, fully encompassing neighborhood school serving the Morning Star Neighborhood. Our current population at McKinney is 568 students comprised of 51% female and 49% male.

The current breakdown of student ethnicity is as follows: African American 4%, Asian 2%, Two or more races 9%, Caucasian 62%, and 23% Hispanic. Our economically disadvantaged population is reported at 10%. The percentage of students receiving special education services is 17%, our students receiving 504 services is at 3%, and our students receiving ESL services is 3% of our overall student population. Additionally, we have 9% of our students currently receiving Gifted and Talented (GT) services. McKinney is currently supported by two campus administrators, one full-time counselor, one full-time instructional specialist/interventionist, one full-time librarian/interventionist, 34 full-time instructional professionals, one full-time diagnostician, and 5 instructional/special education para-professionals.

As a new campus, we have worked to gather data from a variety of sources in developing our Comprehensive Needs Assessment. After reflecting on various data pieces and feedback, the campus leadership team and Campus Improvement Team reflected on both strengths and areas of growth as we collectively developed the Campus Improvement Plan focus areas.

Strengths

- McKinney is currently comprised of a faculty that is 100% highly qualified with (6) staff who are joining our LME team from out of the district and one staff member who is brand new to teaching.
- McKinney faculty and staff will work to continue building the professional learning community of the campus and district to support student learning.
- As a new campus, McKinney's culture and climate are daily being built to embody that of a campus with exceptionally high expectations for academic and behavioral success, a campus with open and consistent communication, strategic community involvement, and continued learning for all staff members.
- The process of regularly seeking input from our community and students in building traditions, celebrations, shared expectations, and norms will be continuous as we continue to build upon our processes as a second year campus.

Student Achievement

Summary

Our campus student achievement baseline data was established throughout this last school year with beginning, middle, and end of year formative and summative data across grades k-5. The data was including but not limited to our EOY summative IXL, mCLASS, MAP and STAAR data. Domain 2 growth index and special populations continue to be an area of focused refinement which also falls in alignment with district trends.

Assessment is used to guide instruction. Grades K-2 use DRA and mClass to determine reading levels and grades 3-5 use MAP to determine skill levels and areas of growth in reading. IXL provides an opportunity for differentiated math instruction by targeting skill deficits for each student K-5. This information is utilized to drive instruction in the classroom to best fit the needs of each student. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, and writing to further drive instructional practices to ensure mastery of essential standards.

Our campus has established a high-functioning MTSS process which includes strategic expectations for tiered instruction, monitoring, adjustment in instructional strategies, and support determination for both academic and behavioral essentials. This process continues to be refined based on student outcomes and new adult learning to ensure that we are providing expert instruction with consistency and monitoring the effectiveness of our campus processes through the progress of student data.

Strengths

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, is used to measure individual and collective progress with meaningful learning experiences are planned for during this time.
- Staff are open to learning from one another and receiving feedback, from peers and students, to guide their instructional practices related to interests and engagement. Staff that are new to the campus are supported through our "New to McKinney- Teacher Cohort" to ensure that shared expectations are understood and that time for acquisition of campus expectations and processes is minimized.
- Assessment data, both formative and summative, is used to determine instructional next steps for students. This data is discussed during campus and district specific collaborative planning times, curriculum, and data meetings. This is in addition to team planning times in which student performance data and student work samples are used to norm and plan for extension and re-teach opportunities. Instructional strategies are shared and reflected on when disparities are noticed across classes.
- Instructional supports are in place that are designed to help supplement and/or extend learning; including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, and digital curriculum-based programs.
- Instructional resources and models such as the literacy library, media center, Chromebooks, iPads, workshop model, and instruction through small group are used to enhance achievement.
- Blended learning and transdisciplinary learning opportunities are developed via a campus-wide cohort to be used within grade level classrooms and during WIN time. This provides a variety of ways for students to represent their learning. Additions such as digital choice boards, individualized playlists, hyperdocs, and must-do/may-do options are developed with embedded accountability tools by classrooms and non-classroom staff for all learners.
- Teachers facilitate regular goal-setting conferences across all grade levels, with a 3-5 focus on student-led goal setting processes.

Needs:

- Initial development of student-led goal-setting and regular data discussion and reflection that include all students to support

the goal setting processes already actively in place. The goal in upper grades being that 3-5 grade students facilitate their own goal-setting conferences with their parents.

- Increase the focus on high-quality work production from students that encourages independence and inquiry-led learning strategies when appropriate.
- Increase the pre-planning of high-level questions , delivery and modeling teacher-led questioning with an emphasis on the transition in to student-led questioning of the same high-level questioning expectations.

School Culture and Climate

Summary

McKinney will continue working on the shared communication regarding campus norms and expectations with both our staff and community. As a campus in its second year, and based on staff and community feedback following year one, we will continually refine the processes of building a culture of high expectations, community connection, and a shared learning environment through the consistent family feedback, involvement, and development of our own campus traditions and celebrations.

To support these identified challenges and focus areas, regular meetings with our student leaders, campus improvement teams, guiding coalitions, team leads and campus PTO representatives, to determine a pulse on our effectiveness.

McKinney has developed a student recognition process to ensure student are recognized with a variety of opportunities across the campus core-values. Students are identified by staff and peer recognition both class and campus wide. Student leadership opportunities continue to develop based on student input and feedback. Current leadership opportunities are including, but not limited to; Broadcast Club, Student LEADers, and Student Ambassadors.

- The McKinney staff is 100% highly qualified and have developed essential agreements and commitments to maintaining a positive culture of high expectations.
- McKinney has determined Instructional Team Leads and a separate Guiding Coalition to provide staff feedback regarding the campus direction, needs and challenges, and to serve as guides in the decision making allowing for a variety of perspectives.
- Campus surveys and parent input is sought out for a variety of topics, focus areas, and initiatives as it pertains to the campus functioning at high levels. Time for reflection is provided, trends are analyzed, and adjustments are made as needed.

For staff:

All staff are required to complete the annual child abuse training: Identification and Intervention training course in order to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors.

For parents:

For each of the student programs cited above, parent communication is shared and previews of student content are available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month.

Parents are also invited to participate and become members of various campus and district committees such as: SHAC, Campus Improvement Team, and District Improvement Teams, to name a few. Our goal at McKinney is to partner with our community and our families, in support of the growth of our students.

Strengths

- Staff regularly collaborate, both formally and informally, to provide a safe learning environment for all students. Safety meetings are held monthly involving our officer, administrators, and
- Our student leadership opportunities continue to grow in number and promote a positive school culture and climate, led by student design and input. Currently, we have initiated Student LEADers and our Campus Broadcasting Team in the way of student led leadership opportunities.
- Our campus improvement process, Instructional Team Leads, and Guiding Coalition members provide specific and transparent feedback to allow for continuous and targeted feedback.
- Campus staff are regularly teaming and reflecting on ways to provide and strengthen home-school connections.

Needs

- Strategic and pre-planned opportunities for families to collaborate with the campus and build upon the campus culture
- All newly hired teachers participate in our New to Aledo cohort which is run by veteran AISD teachers to ensure they find connections and opportunities to support one another while also feeling comfortable accessing district resources and content.
- Instructional Team Leads will continue to build their capacity in assisting their grade level teams in operating at high levels within the PLC rubrics resulting in high levels of learning for all students.
- Guiding coalition members will meet monthly to revise and refine campus wide processes and practices to ensure the campus runs in a supportive, efficient, and safe manner allowing for the highest levels of instruction to occur.

Staff Quality, Recruitment, and Retention

Summary

McKinney Elementary opened the 2024-2025 school year as a K-5 grade campus. Entering our 2nd year we are now serving 568 students. As we continue to grow we have added staff, totaling 36 teaching staff members, all of which are highly qualified, and 5 paraprofessional teaching staff. In addition to these staff this also includes, but is not limited to, all office staff, the campus librarian, dyslexia, and GT teachers which are shared among campuses and campus level specialists. Of our classroom teachers, only 6 are new to Aledo ISD as the majority of our campus staff came from within the district.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators and special education staff. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, Special Education training, and Technology training are provided by district personnel in alignment with state and local mandates.

Teachers who are new to the profession, or those who have been in teaching for 3 or fewer years, have the opportunity to participate in new teacher training and are partnered with a teaching mentor through out the course of a full school year. This involves district and teacher determined professional learning topics and opportunities to visit other campuses for in-classroom modeling and feedback.

The district offers a wealth of training opportunities in the summer and at the initiation of each school year.

Professional development offerings include Just in Time (JIT) trainings for which topics are determined by the C&I department, campus determinations, and/or teacher requests.

Professional learning schedules and records of attendance and completion are used to document staff development.

Strengths

Professional staff is 100% highly qualified.

- Professional learning is provided via campus and district initiatives to support student success.
- Teacher of the month is nominated, voted on, and recognized by peers.
- Professional staff members set and track both individual and team goals throughout the course of the school year, to ensure growth and success.
- Teachers identified a shared planning day with their teams in which specialists and/or admin push-in to support misunderstandings, clarity, support, and resources during regular planning time with their teams.
- Instructional Team Leaders (ITL's) were identified to provide regular feedback between admin and grade levels of needs, concerns, and struggles to identify patterns of frustration and opportunities for celebration.
- Team building opportunities are strategic and planned for both during and prior to the school year starting. This allows for teams to build the capacity to be vulnerable with one another through shared experiences and learning opportunities.

Needs:

- Climate built that facilitates trust, respect, and high expectations developed over time working with one another
- Additional opportunities for teachers to share positive affirmations, accomplishments and contributions both with one another and campus/districtwide

Curriculum, Instruction, and Assessment

Summary

As with all AISD campuses, McKinney adheres to the consistent implementation of district initiatives, aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement. Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of the TEKS, district curriculum guides, assessment, and research-based resources.

Our campus instructional specialist and half-time intervention specialist also provide support in all areas. Students are assessed to determine reading levels and work toward progress in fluency and comprehension within small-group instructional strategies. Writing and grammar skills are incorporated within reading instruction. Phonics skills are taught using Heggerty, Really Great Reading, and supplemental resources. 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 Stemscores; Social Studies-Social Studies Weekly and Scholastic News. Programs and resources are utilized to provide evidence of student achievement such as common assessments, mClass, Reading Playground, MAP, IXL and Lexia. Feedback from these tools allows teachers to tailor instruction to the individual needs of students

Strengths

- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Teachers work together to ensure equity in instructional access through shared planning responsibilities and experiences for students that allow for experiential learning and exceptional experiences to be had by all.
- Assessment-data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers
- Meeting in Professional Learning Community to collaborate and share instructional strategies
- Team leads and Guiding Coalition members are able to facilitate and guide teams in to decision making that is align
- Each student maintains sets and achieves goals around their individual data
- Parent-teacher communication surrounding academic progress is a priority across grade levels

Family and Community Engagement

Summary

McKinney Elementary is surrounded by a unique setting of being the only, dedicated community based campus, only serving the Morningstar. We are very fortunate to have parents and community members with a vested interest in the success of the campus and district. The community is supportive, invested, and seek ways in which to assist and support the campus. We believe that the connections between school, families, and the community are vital to a child's success.

Having a highly involved PTO and parent volunteer groups outside of the structured PTO format has allowed for families to maintain involvement in ways that best work with their household needs and availability.

Large scale involvement comes through the AISD app and website, district wide notifications, a campus wide weekly newsletter, blackboard updates, social media pages and the PTO communication forums.

Strengths

- Active PTO working to support the campus
- Watch-Dog Dads
- Room Parents
- Student LEADers - 5th grade only
- Parent Representatives on SHAC, DWEIC, and Campus Improvement Committee
- Meet the Teacher
- Curriculum Night
- Fall Festival
- Grandparents and Grownups Event
- Trunk-or-Treat
- Family Museum Night
- Spring Family Celebration
- Campus volunteers serve in a variety of campus-wide areas both inside and outside of the campus
- Fieldtrips with high levels of parental support
- Student Ambassadors

NEEDS:

- A wide variety of opportunities for parent involvement and the leading of committees for multiple campus events

School Organization

Summary

McKinney will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Campus stakeholders & staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole. Instructional Team Leaders and the Instructional Leadership Team will work to receive feedback, formally and informally, to guide the campus decision making to support the voice of all stakeholders.

Strengths

- Teachers meet weekly in Collaborative Teams to discuss data and plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Strong staff involvement that respects all voices and ideas
- Guiding Coalition Leadership Team



Goals

Goal 1 How We Teach: Delivery of Instruction

Performance Objective 1

McKinney Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2026.

Evaluation Data Source: Daily Impact Walks

Strategy 1

All teaching staff will not only implement professional learning associated with FSGPT in to their instructional planning and delivery but will also support student acquisition of skills associated with accountable talk (AT) strategies across all classrooms.

Strategy's Expected Result/Impact: Increase student application of AT skills in order to elevate the level of student-led discussion during FSGPT opportunities.

Staff Responsible for Monitoring: Heather Street, Kirsten Simenson, Hannah McConnell

Formative Reviews

Considerable Progress

December

February

April

June

Goal 2 Professional Learning Community Actions

Performance Objective 1

By June 2026, 100% of McKinney collaborative teams will rate at the "Developing" level or higher on the Professional Learning Community at Work Continuum: 1.) Learning As Our Fundamental Purpose, 2.) Building a collaborative culture through high-performing teams, and 3.) Learning as our fundamental purpose.

Evaluation Data Source: District PLC Rating Rubrics with evidence from each team regarding their individual ratings per rubric definition area.

Strategy 1

At McKinney Elementary, 100% of teams will be rated as "developing" on all of the PLC continuum rubrics. This will be achieved through weekly collaborative team meetings, administrative feedback through the use of the PLC rubrics and evidence collected to support the ratings quarterly. Incremental goals will then be determined as focus areas for individual grade levels to ensure focused alignment.

Staff Responsible for Monitoring: Heather Street, Kirsten Simenson, Hannah McConnell

Formative Reviews

Considerable Progress

December

February

April

June

Goal 3

McKinney Elementary will continue to build upon our campus and districts culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 1

McKinney overall attendance rate will meet and/or exceed the 96.5% mark by June 2026.

Evaluation Data Source: - Monthly attendance celebrations by grade-level

- Parent Communication & Education: Weekly newsletter updates to parents regarding times of high-absences, district policies, the impact of absences, etc.
- Little (k-2) vs. Bigs (3-5) attendance wars each semester
- Refined processes for more regular communication for families experiencing regular tardies/early dismissal as well

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 2

McKinney Elementary will enhance communication between campus and stakeholders through intentional, two-way communication methods that keep families informed, invite feedback, and empower all community members to actively participate in campus life.

Evaluation Data Source: Parent surveys

Formal & Informal input

Staff supports & input

Room parent training, communication platform & staff contact member

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 3

McKinney Elementary will implement the use of the new LEAD language and behavioral matrix expectations across 100% of campus shared locations and classrooms

Evaluation Data Source: - Formal and informal discipline data

- RTI T3 student progress monitoring & strategies

- The use of the GC to continue to guide and review campus data for trends regarding behavioral considerations and concerns to address.

- Intervention Counselor referrals and involvement in high-need cases with multiple risk factors including behavioral considerations

- Behavioral Academy use and success rates

Summative Evaluation: Exceeded Performance Objective



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026