

Aledo Independent School District



McAnally Middle School

2025-2026 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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Comprehensive Needs Assessment

Demographics

Summary

MMS is a 6th through 8th grade campus with approximately 900 students; it is in its 4th year of existence. As such, the school is still establishing the culture and traditions. The school has a working capacity of 1200+ with students coming from the following feeder elementary schools: Coder, Annetta, Walsh, and McKinney.

Student Total	898	100%
6th Grade	280	31.18%
7th Grade	289	32.18%
8th Grade	329	36.64%

Student Demographics

	Count	Percent
Gender		
Female	406	45.21%
Male	492	54.79%
Ethnicity		
Hispanic-Latino	196	21.83%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	22	2.45%
Black - African American	26	2.90%
Native Hawaiian - Pacific Islander	0	0.00%
White	608	67.71%
Two-or-More	46	5.12%

Strengths

- The student population is becoming more diverse in many different aspects, which promotes inclusivity and the ability to thrive in a multicultural society.
- A majority of the teachers at MMS have over 5+ years experience; this amount of experience is crucial as veteran educators bring deep content knowledge, proven instructional strategies, and strong classroom management skills. Their experience allows them to effectively support diverse learners, mentor newer teachers, and contribute to a stable and collaborative school culture. This results in higher-quality instruction and a more consistent, supportive learning environment for students.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Data indicates that achievement gaps persist among certain demographic groups, particularly in standardized test performance and access to advanced academic opportunities. This suggests a need for targeted support and inclusive practices to ensure equitable outcomes for all students."

Targeted interventions may not have been used strategically with various student groups.

 = Priority

Student Achievement

Summary

McAnally Middle School demonstrated strong academic growth across nearly all tested areas, including Math, Science, Reading Language Arts (RLA), and Social Studies. The 2024–2025 STAAR results reflect notable increases in student performance at the Approaches, Meets, and Masters levels compared to the prior year.

The most significant gains were seen in **7th Math**, which rose from 60% to 78% at the Approaches level, and in **8th Math**, which increased from 91% to 94% Approaches and from 67% to 75% Meets. **6th Reading** also showed impressive growth at the Masters level, climbing from 42% to 51%. Additionally, **7th Reading** and **8th Reading** both improved in the percentage of students achieving Masters-level performance, demonstrating continued strength in literacy.

These improvements contributed to McAnally earning an overall accountability report grade of **92**, tying for the top score among all schools in Tarrant, Parker, and Johnson Counties and solidifying its position as one of the leading middle schools in the area.

Strengths

McAnally Middle School increased across most areas (Math, Science, RLA, & Social Studies) for each grade level as evidenced by their report grade being a 92 overall. This score tied for the top of all schools in Tarrant, Parker, and Johnson Counties (which comprises the schools in our competing district).

STAAR Data Comparison

	23/24 Approaches	23/24 Meets	23/24 Masters	24/25 Approaches	24/25 Meets	24/25 Masters
6th Math	90	64	26	89	63	30
6th Reading	91	78	42	89	75	51
7th Math	60	27	3	78**	52**	6*
7th Reading	90	74	45	87*	75*	48*
8th Math	91	67	32	94**	75*	47*
8th Reading	89	70	40	92	75	46
8th Science	86	59	23	89	66	36
8th Social St	76	43	26	74*	43*	25*
Algebra	99	91	71	98*	78	55

Problem Statements Identifying Student Achievement Needs

Problem Statement

Root Cause

1

The STAAR data indicates that 7th Grade Math is underperforming compared to other grade levels and subjects, particularly at the Meets (52%) and Masters (6%) levels. Several factors may contribute to this gap

7th Adv Math students took the 8th grade Math STAAR; therefore, did not count towards data for 7th grade Math. 7th grade math introduces more abstract concepts (e.g., proportionality, expressions, equations) that often serve as a barrier if foundational skills from earlier grades (fractions, decimals, ratios) are weak.

 = Priority

School Culture and Climate

Summary

At McAnally, we're proud to foster a positive and welcoming school climate where students feel supported, connected, and celebrated. We focus on building strong relationships, recognizing both student and staff achievements, and encouraging kindness, accountability, and school pride.

Through recognition programs, attendance incentives, and our L.E.A.D. values—Learners, Empathetic, Accountable, and Dedicated—we help students grow as leaders and positive role models. With strong partnerships between families, staff, and our community, McAnally is a place where everyone can thrive.

Strengths

- Recognition & Celebrations – Regular recognition of student and staff achievements builds motivation and pride.
- Clear Values & Expectations – Programs like L.E.A.D. (Learners, Empathetic, Accountable, Dedicated) give students a clear framework for positive behavior.
- Systems to ensure voice, planning, and performance is implemented.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement

Root Cause

1

The school has not consistently implemented a behavior management or recognition/incentive system.

There has been routine turnover in school administration in the short amount of time it has been open.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Approximately 60+ professional teachers are employed at McAnally Middle School, 90% of which returned from the 24/25 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.

5 teachers have been selected for the Teacher Leadership Cohort, which develops leadership skills and help to improve the overall culture and performance.

The school will employ various strategies to retain staff, including surveys, PTO luncheons, recognition programs, faculty/staff professional development incentives (ie: LEAD BINGO), and other techniques.

Strengths

McAnally Middle School continues to demonstrate strong staff stability and recruitment practices. For the 2025–2026 school year, **68 out of 75 staff members returned**, reflecting a high retention rate and a positive school culture that encourages employee commitment. Additionally, **all staff positions were successfully filled prior to the start of the school year**, ensuring that students have access to high-quality instruction and support from day one.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement

Root Cause

1

With only two members in each department, any teacher departure creates gaps that require reteaching protocols and procedures for collaborative team (CT) meetings. This can disrupt consistency, slow progress on student support initiatives, and place additional strain on remaining staff, potentially impacting both teacher effectiveness and student outcomes.

Master schedule, retention of teachers, movement of teachers in different grades/content

 = Priority

Curriculum, Instruction, and Assessment

Summary

Leadership & Development: The faculty of MMS actively supports the District Instructional Focus for the 2024-2025 school year. Teachers have participated in professional development on aggressive monitoring, SEL strategies (e.g., Mindful Minute), and gradual release models (I do, We do, You do) to enhance instructional effectiveness and student outcomes (staff/faculty team building professional development BINGO cards)

Engagement & Collaboration: Educators have access to a guaranteed and viable curriculum, and planning occurs during structured weekly collaborative team meetings with a set agenda, ensuring alignment and shared instructional goals.

Accountability & Technology Integration: MMS has strategically integrated technology into instruction through Promethean Boards, student Chromebooks, Eduphoria, Canvas, and other digital tools. The T-TESS process is actively used to support teacher growth and accountability.

Assessment & Instructional Improvement: Teachers collaboratively develop common formative and summative assessments to inform instruction, guide interventions, and provide extension opportunities for students.

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"
- Curriculum writers for each content/grade level
- Common language among faculty related to lesson framework, lesson design, and best instructional practices.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement

Root Cause

1

Despite having access to a guaranteed curriculum, professional development, and technology resources, MMS faces the challenge of ensuring that all teachers effectively monitor student progress and utilize collaborative planning and assessment data to drive differentiated instruction that meets the needs of every student (ie: intervention and extension)

Stemming from gaps in ongoing support, structured collaboration, and accountability measures that ensure teachers consistently monitor student progress and use assessment data to guide differentiated instruction.

 = Priority

Family and Community Engagement

Summary

In alignment with research emphasizing the importance of strong school-family-community partnerships, MMS faculty prioritize fostering meaningful connections with parents and the community. The school hosts a variety of events designed to encourage parental involvement, including curriculum nights, open houses, PTO meetings, and community partnership activities.

To maintain ongoing communication, MMS sends a weekly newsletter to parents and staff, updates the campus website regularly, and distributes weekly postcards to students to strengthen positive relationships. The school also conducts "Students of Character" walks to recognize and celebrate exemplary student behaviors throughout the campus.

Additionally, MMS collaborates with organizations such as AdvoCats and the Aledo Education Foundation to provide students with academic support and resources, ensuring they are prepared for success both inside and outside the classroom.

Strengths

1. Multiple access points for parents to get involved--Aledo PTO, AEF, curriculum nights, etc.
2. Parent volunteer opportunities--front desk, library, color battle, helping teachers, meals before athletic events, etc.
3. Multiple events geared at fostering positive relationships and recognizing desired behaviors (end of year attendance/awards celebrations).
4. Community organizations collaborate with the school to provide resources

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement

Root Cause

1

Despite efforts to engage families and the community, attendance at school events--beyond meet-the-teacher nights and athletic activities--remains relatively low, limiting opportunities for parental involvement, community engagement, and support for student learning.

Contributing factors may include scheduling conflicts, incentives, students involved in multiple activities.

 = Priority

School Organization

Summary

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.

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 School Organization Needs

Problem Statement

Root Cause

1

Teachers reported they did not have enough time to truly plan lessons according to the 4 PLC questions

Master schedule was designed so that all department teachers were off at the same time; this created a CT meeting that resembled a faculty meeting at times.

 = Priority

Technology

Summary

The school has strong access to technology and is committed to leveraging digital tools to enhance student learning and prepare all learners for success in a technology-driven world. The plan focuses on maximizing the use of available resources to build digital literacy, foster creativity, support collaboration, and improve problem-solving skills. By embedding technology across the curriculum, students will not only use digital tools but also learn to think critically about how technology can be applied responsibly and effectively in real-world contexts.

Strengths

- **High Access to Devices & Connectivity:** Every student has consistent access to laptops and reliable internet at school. Teachers have state of the art Promethean boards and are active in the pursuit of learning and implementing new tools.
- **Integration of Learning Platforms:** Strong use of learning management systems (Discovery Education, Canvas, or similar).
- **Teacher Proficiency:** Many staff members are skilled with instructional technology and already embed tools such as Google Workspace, Magic School, and digital collaboration platforms into daily instruction.
- **Student Engagement:** Students demonstrate enthusiasm for using technology in learning, particularly through multimedia projects, media creation, and coding activities.
- **Support Systems:** Availability of IT support staff and district-level professional development opportunities. In addition teachers attend trainings and bring that information back to the colleagues.

Problem Statements Identifying Technology Needs

Problem Statement

Root Cause

1

Although students at McAnally Middle School have strong access to technology, they lack structured opportunities to explore and apply digital tools in creative, innovative, and problem-based ways. As a result, technology use is often limited to routine or surface-level tasks rather than fostering critical thinking, collaboration, and real-world application.

Curriculum Alignment: The curriculum does not explicitly prioritize exploration and innovation with technology, resulting in limited opportunities for students to act as creators rather than consumers.

 = Priority



Goals

Goal 1

By May of 2026, 90% of teachers will utilize FSGPT and Power Zone strategies during instructional time in their classrooms.

Performance Objective 1

Teachers will learn a variety of FSGPT/Power Zone strategies to embed into daily lessons (TTESS Dimensions 2.3, 2.4, and 2.5, and 3.1) by December 2025. Strategies will be covered in August Professional Learning sessions, campus PL days, as well as weekly campus newsletters.

Evaluation Data Source: Walkthroughs
Instructional Rounds (internal and district)
Lesson Planning (CT attendance)

Strategy 1

August PD Kickoff and Ongoing Campus PL Days with the introduction of internal rounds.

Strategy's Expected Result/Impact: Increase Power Zone and FSGPT percentage for DIW's

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

Considerable Progress

December

February

April

June

Strategy 2

Use weekly campus newsletters to highlight one FSGPT or Power Zone strategy each week with a "plug-and-play" approach --in addition to internal rounds/BINGO.

Strategy's Expected Result/Impact: Increase Power Zone and FSGPT percentage for DIW's

Staff Responsible for Monitoring: Administrators
Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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June

Performance Objective 2

Guiding Coalition and administrators will conduct regular walkthroughs to provide coaching and feedback on teacher positioning and engagement strategies. In addition, teachers will conduct internal rounds.

Evaluation Data Source: DIW Data
Internal/External Walk Data

Strategy 1

At least 1 internal round will be conducted each quarter using the MMS Internal Round Form; calibration techniques will be used to ensure the internal rounds mirror district instructional rounds protocols.

Strategy's Expected Result/Impact: Increase Power Zone and FSGPT percentage for DIW's

Staff Responsible for Monitoring: Administration
Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

April

June

Goal 2

By May of 2026, 88%+ of collaborative teams will be at a rating of developing or higher in all three PLCs domains: Focus on Learning, Collaborative Culture, Results.

Performance Objective 1

Collaborative teams will sustain a culture of continuous reflection, normed dialogue, and mutual accountability, as evidenced by team self-assessments, meeting protocols, and adjustment documentation.

Evaluation Data Source: 9 week CT ratings

DCA, CA data

CT Meeting Agendas

Goal Setting

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Collaborative teams will provide targeted intervention and enrichment by rotating through student groups, ensuring instruction is rigorous, relevant, and responsive to students performing at the Approaches, Meets, and Masters levels (bubbles).

Strategy's Expected Result/Impact: Distinction in Academic Growth
Campus Target Overall Report Card Score--Increase from 92 to 95.

Staff Responsible for Monitoring: Principal

APs

Department Heads

Interventionists

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

December

Moderate Progress

February

April

June

Performance Objective 2

Collaborative teams will consistently develop and monitor shared student learning goals and use common assessments aligned with standards.

Evaluation Data Source: 9 week CT ratings

DCA, CA data

CT Meeting Agendas

Goal Setting

Strategy 1

MMS will reduce the academic achievement gap by 5% between Economically Disadvantaged, Emergent Bilingual, and Special Education student populations and the All Students group in all assessed areas by the end of the 2025-2026 school year through careful selection of students during CT time for flex assignments. This mirrors the 4 PLC question model.

Strategy's Expected Result/Impact: Increase student achievement across all student levels
Distinction in Closing the Gaps
Distinction in Academic Growth

Staff Responsible for Monitoring: Principal
APs
Department Heads

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Goal 3

By May of 2026, 95% of faculty are aware and implementing with fidelity the L.E.A.D. behavior matrix and standards.

Performance Objective 1

Faculty will implement the L.E.A.D. behavior matrix and standards with fidelity, as measured by classroom walkthrough data, student behavior referrals, and teacher self-assessment tools aligned to implementation expectations.

Evaluation Data Source: Walkthrough Data

Reflection Sheets

Discipline Data

Announcements

Strategy 1

August & Mid-Year PD Sessions with Interactive Practice.

Strategy's Expected Result/Impact: Decrease in discipline referrals (major), ISS, etc.

Staff Responsible for Monitoring: Teachers

Administrators

Counselors

Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

Strategy 2

Visible Posting and Classroom Integration Requirements.

Strategy's Expected Result/Impact: Decrease in discipline referrals (major), ISS, etc.

Staff Responsible for Monitoring: Teachers

Administrators

Counselors

Formative Reviews

Moderate Progress

December

Considerable Progress

February

April

June

Strategy 3

Teachers will submit announcements related to the LEAD matrix each week to acknowledge and recognize students for aligning with behavioral standards.

Strategy's Expected Result/Impact: Fewer Office Referrals
Increase in awareness of district behavioral standards (95%+)
Positive School Culture

Staff Responsible for Monitoring: Principal
APs
Behavior GC

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

Considerable Progress

February

April

June

Performance Objective 2

Faculty will demonstrate a clear understanding of the L.E.A.D. behavior matrix and standards through completion of training, participation in professional development sessions, and evidence of implementation in classroom routines and expectations.

Evaluation Data Source: PD Implementation
Teacher Reflection
Walkthrough data

Strategy 1

Teachers will be engaged in an interactive professional development (L.E.A.D. BINGO) incorporating strategies that relate to the disciplinary behavior matrix for the district.

Strategy's Expected Result/Impact: Decrease in office referrals/major referrals
Increase in parent contact with minor referrals
Increased awareness of district behavior standards
Increase awareness/reflection of student behavior

Staff Responsible for Monitoring: Administration
Behavior GC
Counselors
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

December

Moderate Progress

February

April

June

Goal 4 By May of 2026, MMS attendance rate will be 97%+.

Performance Objective 1 High Priority

Campus administrators and 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 Source: Daily Attendance Rates in Ascender
Phone Call Logs
Home Visit Logs (police officer)

Strategy 1

Attendance calls will be made to any student who has missed more than 3 days in a 3 week period.

Strategy's Expected Result/Impact: Increased attendance
Increased awareness from parents on the impact of attendance on student achievement
Decreased in truancy referrals

Staff Responsible for Monitoring: Administrators
Attendance/PEIMS Clerk
Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Moderate Progress

February

April

June

Strategy 2

Home Visits to any students who have missed 4+ days in a month period.

Strategy's Expected Result/Impact: Increase attendance, decrease truancy

Staff Responsible for Monitoring: Campus Police Officer
Administrators
Attendance/PEIMS Clerk
Counselors

Formative Reviews

Moderate Progress

December

Moderate Progress

February

April

June

Strategy 3

Mentors will be assigned to students who have demonstrated repetitive attendance issues over the past 3 years.

Strategy's Expected Result/Impact: Increased attendance, decrease truancy
Increased student-faculty connection

Staff Responsible for Monitoring: Administrators
Guiding Coalition Members
Teacher Leadership Cohort Members
Attendance/PEIMS Clerk
Counselors

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

December

Considerable Progress

February

April

June

Strategy 4

MMS will use an attendance incentive each quarter (ie: donut or popsicle party, fun flex).

Strategy's Expected Result/Impact: Increased attendance, decrease truancy
Increase culture/climate

Staff Responsible for Monitoring: Administrators
Teachers
Counselors
Attendance/PEIMS Clerk

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Moderate Progress

February

April

June



State Compensatory Education

State Compensatory

Budget for McAnally Middle School

Total SCE Funds: \$1,750.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Tutoring before and after school Push-in/pull-out support



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Title I District Homeless \$1,800
Title I Migrant Shared Agreement with Region 11 \$769
Title II \$2,640
Title III ELA District \$22,226
Title III Immigrant District \$2,338



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