

Aledo Independent School District

McCall Elementary

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,

Academic Achievement in Mathematics, Top 25 Percent:

Comparative Academic Growth, Top 25 Percent:

Comparative Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Mission Statement

Ensuring high levels of learning for all students

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto:

"What begins here changes the world."

#McCallFamily #GrowingGreatness #AllinAledo

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Comprehensive Needs Assessment

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.

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

Summary

According to data from the state released STAAR Assessment in August 2025:

	Third Grade Reading	Third Grade Math	Fourth Grade Reading	Fourth Grade Math	Fifth Grade Reading	Fifth Grade Math	Fifth Grade Science
Approaches	91%	85%	89%	85%	90%	88%	88%
Meets	75%	70%	76%	73%	78%	73%	53%
Masters	47%	34%	34%	40%	53%	41%	28%

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.

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, Texas Studies Weekly, Progress Learning, Generation Genius, PebbleGo, Break 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 Funds

Title I \$71,920

Title I District Homeless \$1,800

Title I Migrant Shared Agreement with Region 11 \$769

Title II \$14,140

Title III ELA District \$22,226

Title III Immigrant District \$2,338

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 training 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

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.

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 McCall LEADers 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, Fall Carnival, Aledo Reads, Attendance Week, 5th Grade Clap-Out, Comfort Dogs, Grandparents/Special Guests Night, STEAM book fair night, Cardboard Arcade, Sneak Peek, Big/Little Buddies, monthly counselor-lead guidance 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. Parents are encouraged to attend lunch with their student receiving an award.

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 LEAD 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 improve parent attendance for curriculum night.
- *Our staff will work collaboratively to support and enhance Aledo sports.*
- *Grade levels will continue collaborating through paired reading groups.*

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.

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

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 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. Phonics skills are taught using *Heggerty*, *Really Great Reading* materials, *Really Great Reading*, decodable readers. Writing instruction is delivered through *Write From the Beginning and Beyond*, with support from *The Writing Revolution* and *Really Great Reading* to strengthen grammar skills. In grades 3-5, RLA teachers use the *Write from the Beginning and Beyond* program, *Pearson*, and *Story Works* (4th & 5th) 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*. 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.

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 2025-2026 school year Instructional Rounds are currently scheduled for November 5, 2025 and February 19, 2026.
- 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/RTI 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

Root Cause

1
★

After an analysis of Spring 2025 campus rounds data, there is not consistent evidence of academic discussion that leads to higher level questions. Students were not able to ask questions that were high level and promotes in-depth student discussion.

Professional development and specific feedback on academic discussion is needed.

★ = Priority

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
- Principals and Popsicles
- Meet the Teacher
- 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/STEAM Fair
- Cardboard Arcade
- Grandparent/Special Guests Evening
- Kindergarten Round-Up
- Parent Reps on School Health Advisory Committee, DWEIC, Safety Committee and the District Growth Committee
- McCall Leaders Service Projects
- PTO Food Drive
- Aledo PTO
- "Aledo Reads" Day
- Fall Carnival
- Veteran's Day Program
- After School Choir Performance
- Ventico - Mix and Mingle
- Mimosa and Bunco

Strengths

- McCall has strong PTO partnerships which allows us to have volunteers, lunchroom help, staff meeting snacks, Bearcat Buggy, luncheons, breakfast, Teacher Appreciation Week activities, and many other projects.
- 100% of staff joined PTO
- 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

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 through collaboration between the campus administration, district maintenance, and custodial staff. Maintenance and technology requests are expedited through the Incident IQ System.

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, the 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.
- We will continue to encourage families to join the Aledo PTO.

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, #AllinAledo, #ExceptionalExperiences, #AledoISDDreamItDolt, #DreamItDolt, 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.

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.
- K-2 really needs to be back to 1-on-1 in technology with district requirements
 - Chromebooks are getting old; they don't stay charged, chargers fall through chromebook carts (need a key on campus to access the back), screens/monitors are getting messed up
- Document cameras (some need to be updated/newer models)/survey to see how many are need them
- Ask about numbered keypads/wireless mice
- Promethean boards/many boards are out of date and pens are falling apart and broken
- Extra headphones



Priority Problem Statements

Problem Statement

Root Cause



After an analysis of Spring 2025 campus rounds data, there is not consistent evidence of academic discussion that leads to higher level questions. Students were not able to ask questions that were high level and promotes in-depth student discussion.

Professional development and specific feedback on academic discussion is needed.

 = **Priority**



Data Documentation for CNA

Data Documentation for CNA

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
- 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 High Priority

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 2026.

Evaluation Data Source: Data from Daily Impact Walks

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 2026.

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.2

Formative Reviews

 Accomplished

December

February

April

June

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 2026.

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.2

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 3

Teachers will implement Frequent Small Group Purposeful Talk in daily instruction.

Strategy's Expected Result/Impact: 100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2026.

Staff Responsible for Monitoring: Campus Administration

Title I: 2.5.2

Formative Reviews

Some Progress

December

February

April

June

Performance Objective 2 High Priority

McCall Elementary will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

Evaluation Data Source: Daily Impact Walks

Strategy 1

Teachers will explicitly teach expectations aligned with the L.E.A.D. matrix (e.g., routines, behavior expectations).


Strategy's Expected Result/Impact: Students clearly understand behavioral expectations across campus.

Increased consistency in behavior management and classroom procedures schoolwide.

Staff Responsible for Monitoring: Campus Administration, Behavior Coalition

Title I: 2.5.2

Formative Reviews

 Accomplished

December

February

April

June

Strategy 2

Embed L.E.A.D. language into daily instruction, morning meetings, and classroom discussions.

Strategy's Expected Result/Impact: Builds a strong foundation for a positive school culture aligned with L.E.A.D. values

Empowers teachers to proactively manage behavior through clarity and consistency.

Staff Responsible for Monitoring: Campus Administration, Behavior Coalition

Formative Reviews

Considerable Progress

December

February

April

June

Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2026, 92% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Strategy 1

Collaborative Teams will:

- *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: 92% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration

Title I: 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Performance Objective 2 High Priority

By June 2026, 96% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

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

Strategy 1

Collaborative Teams will:

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: 96% of collaborative teams districtwide will rate at the Developing level on Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
District Administration

Title I: 2.5.2

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 3 High Priority

By June 2026, 91% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results.

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

Strategy 1

Collaborative Teams:
Indicator #1:

- *Have established an annual SMART goal and assess progress toward reaching the goal.
- *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.

Strategy's Expected Result/Impact: 91% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration

Title I: 2.5.2

Formative Reviews

Moderate Progress

December

February

April

June

Goal 3

McCall Elementary will continue to build upon our 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

McCall Elementary will improve student attendance rates by strengthening communication systems and partnerships with families to ensure clear, consistent, and responsive information that fosters trust, promotes engagement, and supports student success to increase overall campus attendance rate from 95.91% to 96% for the 2025-2026 school year.

Strategy 1

The campus will monitor attendance through bi-monthly Data Integrity Team meetings with administrators and PEIMS, parent communication to parents of students with excessive absence concerns and positive incentives to encourage all students to attend daily when symptom free.

Strategy's Expected Result/Impact: Increased attendance percentages monthly (from 24-25 to 25-26)

Staff Responsible for Monitoring: PEIMS, Assistant Principal, Principal, Classroom Teachers

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 2

Through reflection of survey results, as well as other data points, McCall will promote student and staff activities to increase positive survey results by 10% from 2024-2025 surveys.

Evaluation Data Source: Increased opportunities for family and student engagement will increase student sense of belonging.

Strategy 1

McCall will promote a student and staff 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: To increase positive response on the parent survey by 10%

Staff Responsible for Monitoring: Principal, Assistant Principal, counselor, Guiding Coalition

Formative Reviews

Considerable Progress

December

February

April

June



Title I Summary

Title I

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

1.1 Description of CNA Process

1.1 Description of CNA Process

The Campus Improvement Committee, consisting of classroom teachers, professional staff, parents, community members, and business representatives, reviews and updates the 8 areas of the comprehensive needs assessment annually. Multiple forms of data, including state and local assessment data, perception data and instructional focus data, are used to update the CNA. The campus Parent and Family Engagement Policy is shared with families annually and includes information about how to be involved in campus activities, such as the Campus Improvement Committee, and how to share feedback with campus staff.

Campus Improvement Committee Meeting: September 19, 2025

McCall

Title I \$71,920

Title I District Homeless \$1,800

Title I Migrant Shared Agreement with Region 11 \$769

Title II \$14,140

1.2 Location for Evidence of Multiple Meetings Held

1.2 Location for Evidence of Multiple Meetings Held

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. Documentation that multiple meetings have been held can be found within the agenda, minutes and sign-in sheets from the meetings listed below.

Title 1 Meeting: August 19, 2025, 9:30 am

Title 1 Meeting: September 18, 2025, 4:00 pm

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

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

2.1 Timeline for Schoolwide Program/CIP Development

1. Comprehensive Needs Assessment & Stakeholder Involvement (see 1.1 & 2.2)

2. Schoolwide Program & Strategies for Improvement

- **Focus on Opportunities for All Students to Meet Challenging 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, 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. Intervention and extension are provided during the daily WIN period so that students receive ongoing support throughout the year to meet the 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 opportunities for parent and teacher collaboration.

- **Strategies to Provide a 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 WIN period where students receive targeted intervention and extension based on formative and summative data. Students attend rotations such as music, art and physical education in addition to receiving counselor guidance lessons.

- **Address the Needs of At-Risk Students**

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. The Instructional Specialist, Librarian and tutors work with Tier 3 students to ensure growth and achievement.

- **Federal, State, and Local Program Consolidation**

Title funds are coordinated with state and local funds to carry out the Schoolwide program.

2.2 Stakeholders 1114(b)(2)

2.2 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 and Family Engagement Policy and Parent Compact is shared with the Campus Improvement Committee, and if needed, revisions are made to these documents. The committee includes teachers, administrators, staff, parents, community members and business members. The Campus Improvement Committee met on September 19, 2025, to review the needs assessment narratives and campus goals.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

2.3 Description of Plan Availability, 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 the community can access information on the district website in multiple languages by utilizing the translation option at the top of the webpage.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

2.4 Description of Plan Coordination

The campus coordinates transition planning for incoming Kindergarten students who have participated in the district's Pre-K program to ensure support is consistent between campuses including any accommodations necessary to meet state standards. In addition, the campus coordinates with the campus Guiding Coalition, Child Nutrition Department, Aledo Advocats, the district homeless liaison and counselors to provide targeted support for students in need.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

2.5 Statutorily Required Actions

The Campus Improvement Plan includes all statutorily required actions located on the ESSA Title I page, CNA and throughout the Campus Improvement Plan goals and strategies.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

3.1 Location and Confirmation of Evaluation of Program Effectiveness Documentation

The Campus Improvement Committee will use summative data to evaluate the Campus Improvement Plan annually and as needed throughout the year based on formative data. 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 Schoolwide Campus Improvement Plan including goals and strategies. Documentation of program evaluation can be found within the agenda and minutes from the Campus Improvement Committee meetings

throughout the year.



Committees

Committees

Site-Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 19, 2025 @ 7:30 AM	McCall/Room 707	--	--

Members

First Name	Last Name	Position	Committee Role
Noack	Giselle	Music Teacher	Non-classroom Professional
McNair	Dawn	Special Education	Non-classroom Professional
Tiffany	Nakamura	Fifth Grade	Classroom Teacher
Laura	Rester	Fourth Grade	Classroom Teacher
Kennedy	Sosa	Third Grade	Classroom Teacher
Stacey	Utley	First Grade	Classroom Teacher
Niki	Heimke	Counselor	Counselor
Young	Carrie	Second Grade	Classroom Teacher
Amy	Howard	Kindergarten	Classroom Teacher
Haley	Key	Community Member	Community Representative
Brett	Webster	Business Owner	Business Representative
Beth	Harris	Community Member	Community Representative
Matt	Chapel	Business Owner	Business Representative
Ashley	Davis	Administrator	Administrator
Amy	Sadler	Administrator	Administrator



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