

Aledo Independent School District
Coder Elementary
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Ensuring 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

Demographics Summary

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of six elementary schools that serve students in Kindergarten through 5th grade. Coder is also home to Aledo ISD's only Pre-Kindergarten program that provides early intervention to 4 year old students prior to entering Kindergarten. Similarly, Coder is home to an Early Childhood program that serves children ages 3-5 who have been identified with special needs. These children are integrated with Aledo ISD employees' children that are receiving a preschool curriculum.

The school has a population of 610 students. In addition, we serve 16 childcare students, 43 Preschool Articulation and Language Service (PALS) students, and 3 walk-in speech students on our campus. The ethnic representation is 2 African American students, 130 Hispanic students, 410 White students, 1 Native American student, 8 Asian students, 0 Pacific Islander, and 18 students who are two or more races. 123 of the students at Coder are economically disadvantaged, 446 are non-economically disadvantaged, 40 students are English Language Learners (ELL), 102 students participate in Special Education, and 122 students fall into the at-risk category. 18.6% of students at Coder receive Free/Reduced Lunch. The students of Coder Elementary have an attendance rate of 96.6% each day. The staff is composed of 61 staff members with teachers averaging 10 years of experience.

Coder Elementary can be described as a well-established and friendly learning community that promotes many school/family/community partnerships, has high instructional expectations and a wide variety of opportunities for students to expand their learning experiences. Coder is growing in diversity and varied economic backgrounds. At this school, we believe that all students can learn. With that thought in mind, Coder focuses on character education and leadership skills through activities involving all students. Also, specific attention is given to student achievement through Professional Learning Communities, balanced literacy, interactive technology, Thinking Maps, Write From The Beginning, formal and informal assessments, and small group differentiated instruction.

Demographics Strengths

- Community involvement and support
- Parental involvement
- Professional Learning Community analyzes data to target areas of academic need and ways to improve teaching practices

Needs:

- Continue to plan for staffing needs in accordance with the needs of the student population
- Continue to use data to better serve our at-risk population through targeted interventions
- Continue to promote and celebrate diversity as the student population continues to change

Student Achievement

Student Achievement Summary

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in learner-centered and teacher-facilitated classrooms. Intervention techniques like small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. New this year, Coder holds monthly RTI meetings with each grade level to discuss the needs of each individual student based on multiple pieces of data, including MAP results, entered into a progress monitoring tracker. This information is then used to group students for intervention and determine how best to utilize our intervention and early literacy specialists. To further meet the needs of all students, an after school tutoring program has been developed to help fourth and fifth grade students improve in reading and math.

Identified areas of improvement at Coder Elementary are the learning environment, enhanced use of higher-level questioning, and purposeful data utilization to improve academic intervention. Coder will place a strong emphasis on improving the learning environment in the classroom by building strong relationships with students in order to allow them to use their unique talents to showcase their knowledge. Coder is working hard to build a community that learns from failure and continually strives for excellence through joyful experiences on campus. Coder will also focus on the intentional use of planned high-level questions meant to promote curiosity and academic discussion ultimately deepening the students' understanding of essential standards. According to the 2021 STAAR Results at Coder Elementary, Third Grade Reading had an 8% decrease, third grade math had a 10% decrease and fourth grade writing scores decreased 2% from 2019-2021 when looking at the approaches level. The EcoD population percent of approaches on STAAR decreased in nearly every grade level from 2019 to 2021.

Student Achievement Strengths

- Available assessment data including district common assessments and benchmarks, MAP, DRA, IXL, and Lexia is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students.
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, Reflex Math, IXL, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library, media center, Chromebooks, iPads, Workshop Model, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.
- Technology and software sources are utilized including Promethean Panels, Student Chromebooks and iPads, Imagine Math, Google Docs, Canvas, SeeSaw STEMscopes, and Classflow.
- Staff support all learners through mentoring and tutoring.
- Professional Learning Communities and collaborative team meetings allow for specific planning or training to support all students.

Needs:

- Increase of student-led goal-setting and regular data discussion and reflection that include all students.
- Focus on differentiated lesson delivery and activities that support the learning styles of students who fall under the economically disadvantaged population.
- ESSER Funds in the amount of \$9,500 will be utilized to support student tutorials after school.
- Title 1 funds in the amount of \$47,149.16 will be used to hire an instructional specialist.
- The district will use Title 3 funding, in the amount of \$17,189, to support EL students as student and staff needs are identified by campus teachers and administrators.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Campus Problem of Practice: Coder has deficits in the learning environment providing students with few opportunities for productive struggle. There is also limited evidence of consistent preplanned questions used by teachers to deepen student understanding of essential content and standards. **Root Cause:** The inconsistent or lack of regular feedback to teachers specifically regarding the learning environment and preplanned questions has led to limited rigor and authenticity in lesson activities.

School Culture and Climate

School Culture and Climate Summary

Coder Elementary School has adopted the district mission, “Ensuring high levels of learning for ALL students,” as their own. The staff believes that the added involvement of family and community as well as increased leadership opportunities for students and staff at Coder has played a vital role in attaining the mission that we strive to achieve each year. This year at Coder, there will be various new opportunities for students and staff to become more involved in campus culture-building activities. Some of these opportunities include, a teacher-led Culture Club, a teacher-led Performance Team, implementation of the Girls on the Run program, and student-led announcements.

According to Panorama data gathered last year via the student survey, many 5th grade students at Coder Elementary expressed a feeling of not belonging. This could be due to the lack of diverse clubs to help increase student involvement. Also, the campus does not have a system to recognize students for their unique and individual talents. The student performance team will revamp the student award ceremony and recognize students for admirable character and academic growth. The interior walls and hallway will be redecorated by the Culture Club to create an inviting feel and showcase student achievement. Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed to create a positive and encouraging school climate.

School Culture and Climate Strengths

- Parents regularly share that Coder is a great fit for the cultural and emotional needs of their student.
- We encourage student leadership through student council and other student activities.
- Girls on the Run is now offered for girls in grades 3-5.
- DoorDads is a new group of dads who welcome and greet students in the mornings at arrival.
- Campus provides student support activities such as Dot Day, Family Game Night, Hello Week, Theme Thursday and World Read Aloud Day.
- Implement strategic campus recognition of student successes by hosting award ceremonies each grading period, recognizing students on announcements and awarding students with spirit tags.

Needs:

- Many teachers are in need of the initial two-day Capturing Kids Hearts training.
- Offer a selection of more diverse clubs to promote opportunities for diverse groups of students to become involved in campus activities.
- New student recognition program that focuses on growth and achievement specific to each student.
- The district will use Title IV funds in the amount of \$21,328 for Capturing Kids Hearts training of staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Students have expressed a lack of inclusiveness or sense of belonging. **Root Cause:** This could stem from the lack of student's individual talents being recognized or utilized to showcase their success.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff consisting of 61 members. 41 of these staff members are teachers. Coder teachers receive support from an Instructional Specialist, Early Literature Specialist, plus an Intervention Specialist and a Special Education Facilitator. The Coder staff has a large percentage of staff members having additional endorsements on their certifications such as ESL, Gifted and Talented, and Early Childhood. Coder staff members participate in professional development activities that integrate cross-curricular instruction. Teachers are trained in differentiating instruction, the Science of Reading, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS, TBSI, New Teacher Orientation, district Gifted and Talented Training, and Fundamental 5. Teachers in Kindergarten through second grade also receive training in Really Great Reading, Guided Reading, Shared Reading, and Interactive Read Alouds. The K-2 teachers along with the principal are completing the TEA required Reading Academy this school year.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder will have teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. Coder has developed a Guiding Coalition composed of professional staff and a teacher representative from each grade level.

Grade level Collaborative teams meet once a week as a professional learning community. The work of collaborative teams focuses on Learning, Collaborative Culture, and Evidence of Student Learning.

Staff Quality, Recruitment, and Retention Strengths

- Ventures, a structured interview process, is used at each interview to screen applicants.
- Staff attends research-based staff development in instructional practices, the Science of Reading, Fundamental 5, Thinking Maps, High-Level Questioning, and Promoting Academic Discussion through FSGPT (Frequent Small Group Purposeful Talk).
- Teachers target instruction to meet district, campus, and grade-level goals.
- Teachers are adept at creating face-to-face and digital lessons housed in Seesaw and Canvas Learning Management Systems.

Needs:

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$7,041 allocated for Coder.
- Coder has several new teachers that were hired just before or after the school year started. These teachers will need support as they transition into the new position.
- Coder staff lacks the diversity that reflects the population of our campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2020-2021 school year, the following areas were identified as our district focus areas for the 2021-2022 school year:

- Ensuring academic progress/growth for all students
- Increasing proficiency in critical writing across all content areas

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that targets three areas including:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor and Relevance
- Authentic Literacy – Balanced Literacy (K-2), Write From the Beginning and Beyond

A district-wide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned to our district instructional focus areas. The academic direction and expectations at Coder mirror those of the district.

Curriculum, Instruction, and Assessment Strengths

- Several specialists including, Early Literacy, Intervention, and Special Education have been hired to assist teachers with planning appropriate teaching strategies for all students.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides Coder Elementary with overall areas of reinforcement and refinement.
- Aledo ISD has provided the opportunity for additional staff members to attend the Professional Learning Community (PLC) Institute.
- The Coder Elementary staff contributed to the curriculum writing teams that developed district common assessments aligned to the rigor of the state standards.
- Coder was an exemplar campus for the co-teach method.
- The Learning Management System is implemented in every grade level.

Needs:

- Monitor progress for all students to ensure they are growing academically.
- Increase proficiency in writing across all grade levels and all content areas.
- Strengthen the backwards design process to ensure that classroom instruction is aligned to the rigor of district assessments.
- Seek out and provide more training for teachers specific to the needs of the students on campus.
- Provide meaningful extension opportunities for students who demonstrate proficiency of standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents areas **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Opportunities for parent and community engagement events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), DoorDads, and other special school events. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as teacher mentors, AdvoCats, Connections Mentors, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Site-Based Decision-Making Committee, PTO, District Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC).

While Coder Elementary has a strong PTO and active parental involvement, an effort will be made to further include volunteers in academic activities that take place on the campus. Coffee with the Principal will be a time where parents can participate in activities that help them better understand school procedures and instructional practices. The campus would also like to build student leadership and support for community efforts through the increase in student council planned and sponsored events.

Parent and Community Engagement Strengths

- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources.
- Multiple communication platforms are used to communicate with parents such as newsletters shared through Blackboard, notes, marquee, Facebook, and school/teacher website, Remind, Class Dojo, Twitter, Seesaw, Canvas, and Parent Portal.
- Positive and supportive relationships have been established with school mentors and social service agencies like AdvoCats and Snack Pack Buddies.
- Student council will be involved in service projects as a means of giving back to the community, and the campus Performance Team and Culture Club will be offering social activities and gatherings for the families when deemed safe to do so per COVID protocol.

Needs:

- We need to find more ways to offer virtual community engagement as COVID regulations are still in place for a second year.
- The Coder Connection newsletter still only reaches around 87% of families successfully according to Blackboard analytics. We need to find a way to get closer to 100%.

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary is a safe, secure facility.

Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance requests are efficient, being sent through SchoolDude digitally. This allows staff to input maintenance requests and makes it easy for administrators to quickly review and approve the requests. Coder staff strive to ensure good stewardship of monies by verifying that all purchases are related to school goals. Campus administrators will seek input from the Guiding Coalition, a teacher leadership group, to identify and purchase instructional resources that best support Coder students based on academic need. Teachers may also submit grant applications to the Aledo Education Foundation as an additional means of financial support used to increase academic achievement. This year, a focus will be placed on maintaining and prolonging the integrity and function of the facility. Teacher input will be sought to determine significant needs of the building.

School Context and Organization Strengths

- PTO and community partners provide continuous financial support for the campus through fundraisers and donations.
- The Cheers for Coder organization has donated playground equipment which is awaiting final approval before the project begins.
- Teacher requests for supplies and teaching resources are made on an as needed basis to ensure that all purchases are timely and connected to learning goals.
- Coder has a safe and secure facility.

Needs:

- To consistently clean and disinfect our campus environment to ensure good health for all.
- Teachers have requested basic office supplies at the beginning of the year from our budget.
- Teachers have requested a more positive overall building appeal including benches outdoors, green space, and building repairs completed.
- Printing and copying devices need to be updated as they are regularly out of service.
- Some bathroom facilities have plumbing issues that need to be addressed.

Technology

Technology Summary

The role of educating Aledo's youth is a task that Coder Elementary takes very seriously. In an effort to ensure excellence, Coder annually evaluates the effectiveness of campus programs and processes. This feat is accomplished through the review of data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys. This data is studied, discussed by the campus, and used as a planning tool to formulate the yearly campus action plan. Another means for achieving overall campus improvement is the institution of automated internal systems such as Eduphoria, AESOP (Frontline), Parent Portal, and the Employee Access Systems. The increase in usage of instructional technology including StemScopes, Envision, Lexia, Imagine Math, Learning Ally, SeeSaw, Reading A-Z, WebEx and assorted "web apps" such as Twitter, Facebook, Parent Link, Bloomz, Dojo and Remind directly impacts instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs. Through the district, teachers received two Chromebook carts per classroom in grades kindergarten through fifth grade.

The usage of campus evaluation data to inform instruction and make campus decisions is essential for Coder Elementary. Staff members not only want to use the data to formulate a school action plan, but they also want to ensure that growth is made in all areas highlighted during the data review process. Goals will be set and continually reviewed throughout the year in an effort to keep Coder focused on achieving excellence in all aspects of the school. In addition, Coder staff will work to become further accustomed to entering, accessing, and sharing data using the automated internal systems as a means of school improvement. Staff members will continue to seek out ways to further incorporate technology into daily lessons in ways that enhance the learning experience.

Technology Strengths

- Staff members are using automated internal systems to support academic achievement. Chromebooks are available for every student on campus.
- Organization systems through Google that provide teachers with easy access to critical campus information and student data.
- New data tracking system used to organize student information to help make accurate intervention decisions.
- Admin uses Aristotle reports to monitor safe device usage.
- Video announcements that are student-led.
- Multiple web-based resources for students to access on and off campus.

Needs:

- Utilization of International Society for Technology in Education standards to drive the purpose for technology integration in lessons.
- Increase in the use of technology to strategically enhance the lesson cycle.
- Increase in the amount of STEM equipment and technology used in the library.

Priority Problem Statements

Problem Statement 1: After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents areas

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: Campus Problem of Practice: Coder has deficits in the learning environment providing students with few opportunities for productive struggle. There is also limited evidence of consistent preplanned questions used by teachers to deepen student understanding of essential content and standards.

Root Cause 2: The inconsistent or lack of regular feedback to teachers specifically regarding the learning environment and preplanned questions has led to limited rigor and authenticity in lesson activities.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students have expressed a lack of inclusiveness or sense of belonging.

Root Cause 3: This could stem from the lack of student's individual talents being recognized or utilized to showcase their success.

Problem Statement 3 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.





Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2022.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews





Strategy 1 Details	Reviews			
<p>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, and So That I Can, with fidelity, by June 2022. Staff Responsible for Monitoring: Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2022. Staff Responsible for Monitoring: Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2022, 88% 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 Sources: Ratings on the Professional Learning Community at Work Continuum





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 88% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2022, 93% 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 Sources: Ratings on the Professional Learning Community at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 93% of collaborative teams districtwide will rate at the Developing level on Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2022, 85% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 85% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: The Child Nutrition Department will develop and implement a student and parent survey system to receive continuous ratings for food taste, quality, and appearance as well as customer service during the 2021-2022 school year.





Evaluation Data Sources: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. STUDENT SURVEY: Each campus child nutrition manager will randomly pass out comment cards during meal times to approximately twenty to twenty-five students each month. Comment cards will include ratings for food taste, quality and appearance as well as customer service, and a comment section on ideas for improvement and additional comments.</p> <p>B. PARENT SURVEY: Fifty parents of students who regularly eat in the cafeteria will receive an email invitation to complete an online customer satisfaction survey each month. Surveys will also be available through a link on the child nutrition website page and/or through Bearcat Blast. Surveys will include ratings for food taste, quality and appearance as well as customer service, accessibility to nutritional and department information, pricing, and a comment section on ideas for improvement and additional comments.</p> <p>Strategy's Expected Result/Impact: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.</p> <p>Staff Responsible for Monitoring: Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The Transportation Department will have a combined total student wait time and ride time for each student that does not exceed seventy-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2021-2022 school year.

Evaluation Data Sources: List of total student wait time and ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2021-2022 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus. B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain meeting minutes to review data and make necessary adjustments to meet the established standard. C. Weekly Transportation Department meetings of the Transportation Director and Chief Financial Officer will include a detailed review of issues including;</p> <ol style="list-style-type: none"> 1. a bus being late three or more days for drop off or pick up 2. students not arriving in time to eat breakfast 3. any student's total wait time and ride time exceeding 75 minutes <p>D. Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards. E. Fifty parents of students who regularly access bus transportation will receive an email invitation to complete an online customer satisfaction survey each month. Items will include timely communication to parents, student safety, and student experience on the bus. Surveys will also be available through a link on the transportation website page and/or through Bearcat Blast.</p> <p>Strategy's Expected Result/Impact: Student total wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2022. Parent survey results will be reviewed throughout the 2021-2022 school year in order to set additional short and long term goals.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Transportation Director Route Coordinator Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Tanner Holmes	Principal
Administrator	Shanna Smith	Assistant Principal
Classroom Teacher	Amy Chumbley	KG
Classroom Teacher	Ashley Fields	1st Grade
Classroom Teacher	Paige McCarthy	2nd Grade
Classroom Teacher	Allie Akin	3rd Grade
Classroom Teacher	Jeff Crissey	4th Grade
Classroom Teacher	Allison Dearman	5th Grade
Non-classroom Professional	Sarah Montes	Dyslexia Specialist
Non-classroom Professional	Tori Baxley	ESL Specialist
Community Representative	Joel Robbins	Community Member
Parent	Katy Schuster	Parent
Business Representative	Nolan Atkins	Business Partner
Business Representative	Whitney Perry	Business Partner
Paraprofessional	Shiloh Smith	SPED Paraprofessional
Parent	Rob Brewer	Parent
Community Representative	Pam Snowden	Community Member

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA*PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	*Local Education Agency Deputy Superintendent Executive Director of Student Services and Safety Campus Administrator Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. Dropout Prevention	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 			
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Executive Director of Student Services and Safety	Individualized student plans
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Curriculum & Instruction Executive Director of Student Services and Safety CTE Director Secondary Principals Counselors	Course Handbook/Selection Materials Web based resources
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p>	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 		Curriculum and Instruction Executive Director of HR	
11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children <ul style="list-style-type: none"> • Sexual abuse • Sex trafficking 	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent Executive Director of Student Services and Safety	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ○ Trauma-informed care ○ Trauma-informed training for all staff • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Executive Director of Student Services and Safety Counselors	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Deputy Superintendent Executive Director of Student Services and Safety Campus Administrators Counselors</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director</p>	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
16. Mandate law enforcement duties of varies types of security personnel	SB1707 BQ(LEGAL) CKE(LOCAL)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
17. Gifted and Talented <ul style="list-style-type: none"> • Student Services • Annual evaluation reporting • Family/community involvement • Staff/Board training 	TAC Chapter 89 Subchapter A EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LEGAL) EHBB (LOCAL)