

Aledo Independent School District
Daniel Ninth Grade Campus
2021-2022 Campus Improvement Plan



Mission Statement

Daniel Ninth Grade Campus exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

The start of something great!

**We believe that our campus will provide the start of something great for our students –
the start of a great high school journey and a great future.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Don R. Daniel Ninth Grade Campus is the only campus serving ninth-grade students in Aledo Independent School District in Aledo, TX. The motto at Daniel Ninth Grade is "The Beginning of Something Great," and our teachers and staff are dedicated to fostering a strong start to our students' high school years through involvement in extracurricular and co-curricular activities, clubs and leadership opportunities, and practicing high-impact work and study habits inside and outside of the classroom. The systems in place for meeting campus and individual student achievement goals include cross-disciplinary writing, interactive technology, Thinking Maps, Write From The Beginning and Beyond, Workshop Model, formal and informal assessments, small group differentiated instruction, student-driven learning, and weekly Collaborative Teams meetings.

Our current total student population at Daniel Ninth Grade (as of September 2021) is 580 students. The campus staff is comprised of the following members: two campus administrators, twenty-seven general education teachers, two special education teachers, one nurse, one counselor, two office staff paraprofessionals, two instructional paraprofessionals, one school resource officer. Shared staff with Aledo High School and Aledo Middle School includes 37 general education teachers, one librarian, 5 special education teachers, one advanced academics coordinator, two intervention specialists, one special education counselor, one ESL teacher, one diagnostician, two intervention counselors, and one ISS paraprofessional. Additional student demographic information is outlined in the chart below.

DNG Demographics Summary	
Female	47%
Male	53%
White	75.52%
Hispanic	18.10%
American Indian	< 1%
African American	< 1%
Asian	< 1%
Multi-Racial	4.48%
Economically Disadvantaged	15.69%
Special Education	7.93%
English as Second Language Program (ESL)	1.38%

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth-grade students during their pivotal, first year of high school. We are dedicated to facilitating a smooth transition to high school by providing a small learning community that addresses the individual needs of our students, including academic, behavioral, social, and emotional. We have adopted the Capturing Kids' Hearts Process to make sure we are equipped with the skills necessary to reach all students. Our state-of-

the-art facility has innovative technology that is being integrated into instruction in all classrooms.

The Comprehensive Needs Assessment (CNA) and Campus Plan were developed over a series of two workshops (9/20/2021, 9/27/2021). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT Participation Data, Instructional Focus Data. The previous year's assessment was used as a jumping-off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall campus plan was finalized by the committee on September 28, 2021, and shared with the entire faculty for review and discussion.

The plan will be monitored, reviewed, and revised at Campus Improvement Committee meetings in December, February, April, and June.

Demographics Strengths

- DNG has a highly qualified faculty that is focused on achieving academic excellence and meeting the needs of all students.
- Small Learning Community Concept (one grade level) allows the campus to implement innovative programs and initiatives.
- The faculty continuously evaluates instructional practices through the professional learning community model and seeks innovative methods to meet the needs of all students.
- Campus culture is supportive and committed to shared vision and goals.

Needs:

- We need to continue planning for future growth in the district.
- Class sizes are increasing and additional staffing will be needed in order to accommodate our growing student body.
- We need to continue reaching families of all children at our campus.
- We need to create and build relationships with new DNG families.
- DNG Administration and Counseling Staff will monitor the needs of homeless students.
 - Title 1 for homeless student supplies (\$1,511)

Student Achievement

Student Achievement Summary

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. Due to COVID-19, Daniel Ninth Grade Campus received a label of Not Rated: Declared State of Disaster for our 2021 accountability ratings. While we did not receive a campus rating, student performance data was received and the data set is outlined below.

Common Assessments are administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers whom are organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designate intervention and extension for students around essential standards. Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied ongoing assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They are developing a sense of collective responsibility through weekly targeted interventions and extensions during Flex. Teachers work to build relationships with their students so they know their strengths and needs. Data utilized in identifying needs are state assessment data including student group disaggregation, grade reports, teacher input, discipline data, Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, and PSAT data. Open enrollment is offered for ninth-grade students to enroll in the AP Human Geography course. Total enrollment was 159 students and 70% of those students participated in the end-of-course AP Human Geography exam in May 2021. The 2020-2021 College Board AP data shows the average score for testers was 2.63 and 53% of testers earned a score of 3 or higher making those students eligible to receive college credit.

Don R. Daniel Ninth Grade Campus				
English I - 2021 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	490	86%	76%	31%
African American	18	72%	56%	11%
Hispanic	76	80%	62%	17%
White	370	87%	80%	34%
Asian	*	100%	100%	100%
Two or More Races	21	95%	81%	48%
Economically Disadvantaged	67	69%	51%	9%
LEP	7	29%	14%	0%
Special Education	37	38%	16%	0%

Don R. Daniel Ninth Grade Campus				
Algebra I - 2021 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	322	84%	52%	19%
African American	13	77%	31%	15%
Hispanic	64	80%	42%	19%
White	232	85%	55%	18%
Two or More Races	13	92%	62%	46%
Economically Disadvantaged	59	71%	36%	5%
LEP	7	86%	43%	0%
Special Education	37	51%	16%	0%

Don R. Daniel Ninth Grade Campus				
Biology I - 2021 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	483	95%	82%	46%
African American	17	88%	65%	24%
Hispanic	75	93%	72%	25%
White	365	96%	85%	49%
Asian	*	100%	100%	100%
Two or More Races	21	95%	90%	67%
Economically Disadvantaged	67	87%	64%	21%
LEP	7	86%	43%	14%
Special Education	37	73%	38%	8%

AP Human Geography - 2021 Advanced Placement Testing Performance

No. Students Enrolled in Course	Students Tested	Score of 3+	2021 AISD Avg. Score	State Avg.	Global Mean	2020 AISD Avg. Score
159	70%	53%	2.63	2.35	2.7	2.6

Student Achievement Strengths

- Multiple venues are used to keep parents informed about student progress: Ascender Parent Portal, Phone Conferences, Parent Meetings, Utilization of Individual Progress Reports, Report Cards, and Email.
- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extensions opportunities. Student data, individual and collective progress and meaningful learning experiences are planned for during this time.
- Continued staff support is offered for all students throughout the school day.
- Specific student intervention and extension time (FLEX time) is offered four days a week to provide intervention and extension.
- Students meet in Advisory classes one day each week for academic seminars, student advisement for academic goals, and protected time to address campus-wide student needs.
- Title 1 funds will be utilized to support homeless students. The total amount of Title 1 funds allocated for this purpose is \$1,511.
- Title 2 funds will be used to provide professional learning for DNG staff. The total amount of Title 2 funds is \$7,041.
- Title 3 funds will be used to provide continual support for English learners for supplemental materials and tutoring/intensified instruction for English Learners. The total amount of Title 3 funds for the district is \$17,189.
- Title 4 funds of \$21,328 are available for Capturing Kids Hearts training.

*Note: Title 1, 3, and 4 dollar amounts refer to district-wide funds.

Needs:

- After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.
- There is a discrepancy in English Language Learners' achievement on the English I EOC that is not present in the Biology and Algebra I EOC data. Our ESL program has created a new class (English Language Development and Acquisition) to support newcomers and language acquisition.
- A targeted plan to encourage a higher percentage of AP students to sit for the AP Human Geography Exam.
- Use of MAP data to track student progress and meet the goal of gaining a year's growth in English and Math in order to close achievement gaps between subgroups and meet grade-level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): After an analysis of district data gathered through daily impact walks, instructional rounds, and student summative assessments, fewer than 50% of classrooms observed demonstrated evidence of the "developed" level or higher on the Rigor Rubric in the areas of High-Level Questioning and Academic Discussion.

Root Cause: Not enough emphasis for use of the Rigor/Relevance Framework when planning instructional activities and reliance on traditional teacher-centered instructional techniques.

School Culture and Climate

School Culture and Climate Summary

The Daniel Ninth Grade campus strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character, and behavior. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, positive, and enjoyable learning environment for students. Daniel Ninth Grade Campus is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students.

As a campus, strong relationships among staff, students, and families are the foundation of our campus culture. The Capturing Kids' Hearts Process is being implemented across the campus. The process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. The guidance program provides academic seminars, Signs of Suicide (SOS) Program, Start with Hello Program, unplugged lunch, guidance lessons, and small group counseling. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. A Student Leadership Team will be established as an additional communication link between students and staff to make recommendations in regards to instructional needs, building concerns, student interest topics, student climate, and creating a positive learning environment.

Daniel Ninth Grade Campus has implemented student recognition through the "Bravo Board" system to ensure students are recognized across the campus for their positive behaviors. Our students are our focus and the most important people in the school environment. Student leadership opportunities are available for our students within the classroom and through school-wide programs such as Student Council, Leading Ladies, Student Advisory Group, and Student Ambassadors.

Our staff is recognized weekly through a Friday "Cheers" bulletin that allows faculty & staff to give accolades for outstanding actions observed throughout the week. We have a staff member of the month recognition program in which faculty and staff nominate a team member for excellence in the workplace. The "Bravo Board" also encompasses staff recognition as well and contributions are provided by both staff and students.

We also have a Guiding Coalition, comprised of teacher leaders, which will routinely check the pulse of the campus, instructionally and culturally, and make decisions on the path forward.

Please note the following regarding required training:

For staff:

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

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to our school counselor on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared, and previews of student content are available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

School Culture and Climate Strengths

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- Campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- Faculty are trained and implement the Capturing Kids' Hearts Process.
- Campus focuses on learning for all students as evidenced by a redefined focus and implementation of Flex.
- Teachers are flexible and are willing to take risks.
- Student organizations such as Leading Ladies, Student Ambassadors, and Student Council facilitate projects and programs that promote a positive school culture.

Needs:

- New staff in need of Capturing Kids' Hearts Training.
 - Title 4 funds (\$21,328) for Capturing Kids Hearts training.

**Note: The dollar amount represents funds shared between all AISD campuses.*

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the Daniel Ninth Grade administration to recruit and retain highly qualified staff. All DNG teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is a part of the Daniel Ninth expectation. As part of the PLC process, staff will be provided support and encouragement as they meet the needs of every student, every day. 67% of our staff are returning Daniel Ninth Grade staff members. 4 faculty members are inter-district transfers/returning Aledo ISD staff. We have 9 staff members who are new to Aledo ISD, 4 of which are new-growth positions.

Staff Quality, Recruitment, and Retention Strengths

- The professional staff is 100% highly qualified.
- Professional Learning is provided to develop new ideas that promote student success.
- Staff Member of the Month is selected by peers.
- Instructional Specialist teachers provide support regularly.
- Intervention Specialists provide Tier 2 and Tier 3 support to struggling students.
- New Teacher candidates are interviewed by a committee of teachers and come prepared to show a sample lesson.
- Staff is provided with learning opportunities through relevant Just in Time training.
- Teachers will have opportunities to attend PLC training.
- All 0-3 year experience teachers who are new to Aledo are assigned a Mentor Teacher for their first year in the district.
- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success.

Needs:

- Teachers are recognized for their accomplishments and contributions.
- Continued professional learning for staff centered around campus instructional goals.
 - Title 2 Allotment for DNG (\$7,041)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Daniel Ninth grade campus is working to support the District Instructional Focus for the 2021-2022 school year. Teachers are implementing Thinking Maps and *The Fundamental 5* strategies to address the District Problem of Practice, which specifically addresses student progress and critical writing. Additionally, teachers are focused on rigor and relevance as they plan instructional opportunities for students.

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. The principal and instructional specialists also facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions.

Teachers continue to refine their skill levels to fully integrate the use of technology into instruction by including Promethean Boards, Teacher iPads, student devices, WebEx, Eduphoria, Canvas, and other applications. The District has been responsive and proactive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. This has been instrumental as we work to build both student and teacher capacity in our Learning Management System. Teachers have been trained in Marzano's High Yield Instructional Strategies, *The Fundamental 5* Instructional Strategies, Thinking Maps, technology integration, and the workshop model and are implementing them into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

Data sources reviewed in identifying curriculum and instructional needs include the following: teacher lesson plans, student achievement data, staff input, state standards, research-based curriculum resources, curriculum documents, available technology, observations, collaborative departmental, and vertical alignment.

Curriculum, Instruction, and Assessment Strengths

- The campus is implementing inclusion within the English I, Algebra I, and Biology classrooms.
- Daily Impact Walks and T-TESS walkthroughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- The campus offers a high number of courses and endorsement pathways for students.
- Use of shared drives to facilitate resource sharing, data disaggregation, Collaborative Team Agendas, meeting minutes, and common lessons.
- Use of MAP testing as a supplemental tool for tracking student progress and supporting academic growth in Math and Reading.

Needs:

- Continued professional learning needed regarding inquiry-based learning.
- Continued professional learning needed regarding high-level questioning and academic discussion.
 - Title 2 funds (\$7,041) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of district data, students are not demonstrating adequate yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** While writing has been a focus area across content areas, alignment of the essence of critical writing and the growth or extension of writing is not consistently measured across all content areas.

Parent and Community Engagement

Parent and Community Engagement Summary

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. We encourage participation by providing various opportunities for involvement such as parent/student orientation, An Evening with the Arts, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, Connections mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, eNewsletters, campus Facebook, Instagram, Twitter, and YouTube are ways the campus is trying to increase communication and transparency. Teachers also utilize their web pages, Canvas, Remind, and other resources to keep parents informed.

We hosted a Parent Orientation/Open Campus event, and Curriculum Night; additionally, weekly parent newsletters provide direct resources for parents to best support their students academically at home.

Parent and Community Engagement Strengths

- Parent eNewsletter provides detailed information to keep parents well-informed on a weekly basis.
- Ascender/Parent Portal allows students and parents quick access to student's academic progress.
- Blackboard for administrators allows for disseminating important information to parents.
- Personal Graduation Plan meetings provide a mid-year check-in with every parent to keep them involved in their student's four-year planning.
- Student organizations and extracurricular activities provide community service opportunities for students.

Needs:

- Social distancing protocols have been an obstacle to engaging with parents within our school community. Emails, newsletters, and web chats are the main source of connection, and we continue to experience a deficit in relational community-building.

School Context and Organization

School Context and Organization Summary

Daniel Ninth Grade Campus opened in the fall of 2010 and is the only freshman campus in Aledo ISD. In addition to receiving state and local funds, the school also receives Federal Funds such as Title II A, IDEA B formula funds, and Compensatory Educational Funds.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make operational and organizational decisions. The campus' Guiding Coalition is comprised of teacher leaders, curriculum specialists, and administrators that evaluate effectiveness and facilitate necessary changes for campus improvement.

Teachers also play an active role in decision-making at Daniel Ninth Grade Campus as the administration meets regularly with small groups, departments, individuals, and the faculty as a whole. Our Guiding Coalition has been developed to help make campus-wide decisions regarding growth and improvement. They are given a voice as they play a vital role in curriculum writing and program selection and implementation. Core content areas meet weekly in collaborative teams to engage in work that directly impacts student learning. The campus has embraced the PLC at Work process in an effort to ensure high levels of learning for all students.

Students are offered multiple career pathway options through the five endorsements that are available at DNGC. They have various course options and extracurricular opportunities available to them.

School Context and Organization Strengths

- The creation of a Campus Guiding Coalition has resulted in campus-wide decision-making, program development, and campus improvement.
- Collaborative team meetings are made possible during the school day due to common department planning times.
- Staff updates are shared weekly which includes a calendar of events and other relevant “need to know” information.
- Frequent feedback from staff is used to identify areas for refinement and explore creative solution-focused systems.
- Students have a wide variety of CTE courses to explore.
- Staff members offer high-interest and relevant clubs and activities (for example; Coding, STEAM Studio, Science Labs, Leading Ladies, Student Council, HOSA, Book Club, etc.)
- Staff is surveyed informally throughout the year and formally once per year.

Needs:

- Continued parent and student education for the course selection process, available endorsement pathways, and graduation requirements.

Technology

Technology Summary

Daniel Ninth Grade Campus is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board, a Laptop Computer, and a Teacher iPad. Using both "Bring Your Own Device" and district-provided Chromebooks, all students have access to a personal device for instructional purposes.

Software programs such as Odysseyware, Eduphoria, Planbook.com, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis.

Teachers all have individual web pages through the Blackboard campus website and utilize the Canvas Learning Management System (LMS) to incorporate blended learning strategies into the instructional design.

The campus has one mobile Chromebook cart, three science labs, an engineering lab, a lecture hall, and a library outfitted with student computers and Promethean Board. We also have a STEAM Studio giving students access to innovative technology tools. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

Technology Strengths

- Students and teachers are becoming increasingly familiar with navigating digital learning tools.
- All students have a district-provided or personal device to utilize on a daily basis.
- Teachers are integrating technology into instruction on a daily basis.
- Professional learning is provided regularly including teacher tech tips and teacher superusers for certain programs for those with questions to contact.

Needs:

- Ensuring all students have a working knowledge of the LMS and are able to interact with content within the LMS.
- Continued student instruction for digital citizenship and appropriate use of technology.
- Equipping students with necessary technical skills such as composing and responding to emails and Google Suite tools.

Priority Problem Statements

Problem Statement 1: After an analysis of district data gathered through daily impact walks, instructional rounds, and student summative assessments, fewer than 50% of classrooms observed demonstrated evidence of the "developed" level or higher on the Rigor Rubric in the areas of High-Level Questioning and Academic Discussion.

Root Cause 1: Not enough emphasis for use of the Rigor/Relevance Framework when planning instructional activities and reliance on traditional teacher-centered instructional techniques.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments 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, progress, and participation data
- Male / Female performance, progress, and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Communications 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 Instructional Rounds Data

Strategy 1 Details	Reviews			
Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 100% Staff Responsible for Monitoring: Campus & District Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Team Leader, Curriculum Specialist	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will be provided immediate feedback regarding missed opportunities through DIW and T-TESS Walk-through feedback. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration	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 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 Instructional Rounds Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 100% by June 2022. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily Impact Walk Data will be shared with the campus and departments each month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum, and to align instructional practices. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Team Leaders, Curriculum Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be provided feedback regarding missed opportunities from DIW and Instructional Rounds data during Collaborative Team Meetings. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration</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 district-wide 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 identify Essential Learning Standards for each unit of study and clarify criteria for student mastery.</p> <p>Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2022.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum Specialist, Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions.</p> <p>Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction on a regular basis.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</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 2: By June 2022, 93% of the Aledo ISD collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will meet on a weekly basis and utilize, guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on student learning.</p> <p>Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level by June of 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions.</p> <p>Strategy's Expected Result/Impact: Team collaboration will be focused on student learning.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Team Members.</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 3: By June 2022, 85% of the Aledo ISD collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results





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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will establish a SMART Goal and assess progress towards reaching the goal. Strategy's Expected Result/Impact: Collaborative teams will rate at the "Developing" level in Indicator #1 by June of 2021. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Collaborative teams will utilize District Common Assessments, Unit Assessments, and/or Benchmarks to monitor progress towards SMART goals. Strategy's Expected Result/Impact: Teachers will utilize a data analysis protocol to ensure a focus on results and student growth. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress. Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Collaborative Teams will be recognized when they accomplish their SMART Goal. Strategy's Expected Result/Impact: Celebrating success will enhance campus culture and reinforce intentional work. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialist, Collaborative Team Leader	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams. Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists Collaborative Teams	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 percentage of students participating in all athletic programs by male/female and by sub-populations will reflect the percentage of overall enrollment in grades 7-12 in the 2021-2022 school year.





Evaluation Data Sources: Male/female and sub-population percentages of athletes in grades 7 through 12 will reflect the percentage of the general population by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on student interest additional sports will be added in grades 7 through 12.</p> <p>A. Boys and girls wrestling will be added for grades 9-12 in 2021-2022 school year and participation tracked by gender and subpopulations.</p> <p>B. Girls powerlifting will be added for grades 9-12 in 2021-2022 school year and participation tracked by subpopulations.</p> <p>Strategy's Expected Result/Impact: Male/female and subpopulation percentages of athletes in grades 7 through 12 in all athletic programs will reflect the percentage of the general population by June 2022.</p> <p>Staff Responsible for Monitoring: Athletic Director and Head Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Aledo ISD Police Department will assist Aledo High School and Daniel 9th Grade administration teams in the implementation of the student identification badge program through active monitoring of student compliance on a weekly basis, reaching 100% student compliance by June 2022.





Evaluation Data Sources: By June 2022, 100% of students in grades 9 through 12 will comply with the student ID badge program on a daily basis.

Strategy 1 Details	Reviews			
Strategy 1: Faculty and staff will monitor and enforce compliance while in classrooms and in the hallways. Strategy's Expected Result/Impact: Consistent implementation of the expectation. Staff Responsible for Monitoring: Faculty, Staff, and Campus Administration	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 3: Aledo ISD will maintain the staff retention rate, by each position category, for the 2020-2021 and 2021-2022 school years.



Evaluation Data Sources: The employee district retention rates, by position category, will be maintained for the 2020-2021 and 2021-2022 school years.

Strategy 1 Details	Reviews			
Strategy 1: Develop a system for teachers to be a part of an assigned department that meets monthly. Strategy's Expected Result/Impact: Increase connectedness and support for all faculty. Staff Responsible for Monitoring: Campus Principal and Department Chairs	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Plan and implement morale-boosting activities so teachers know they are appreciated and supported. Strategy's Expected Result/Impact: Increase morale and create a positive, fun environment. Staff Responsible for Monitoring: Campus Administrators and Counselor	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% 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 4: The total spring 2022 enrollment for all students and the subgroup of economically disadvantaged students will increase by 3%, for grades 6 through 12, in all advanced, Pre-AP, AP, Dual Credit, and OnRamps courses by June 2022.

Evaluation Data Sources: Spring 2022 enrollment for all students and economically disadvantaged students in all advanced courses.

Strategy 1 Details	Reviews			
Strategy 1: Utilize PSAT "AP Potential" to identify students for communication and recruiting efforts. Strategy's Expected Result/Impact: Identified students will sign up for Advanced Academic courses. Staff Responsible for Monitoring: Advanced Academic Coordinator and Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct individual course selection meetings with students in underrepresented subgroups based on STAAR and PSAT Data. Strategy's Expected Result/Impact: Identified students will sign up for Advanced Academic courses. Staff Responsible for Monitoring: Advanced Academic Coordinator and Counselor	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Provide new students with Advanced Academic Program information during the enrollment process and during New Student Orientation. Strategy's Expected Result/Impact: New Students will enroll in Advanced Academic courses. Staff Responsible for Monitoring: Counselor	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	Carolyn Ansley	Campus Principal
Classroom Teacher	Niki Heimke	Classroom Teacher
Classroom Teacher	Doug Wheeler	Classroom Teacher
Classroom Teacher	Elisha Woodson	Classroom Teacher
Paraprofessional	Lisa Dansie	Library Aide
Business Representative	Ali Kovach	Business Representative
Business Representative	Janet Coble	Business Representative
Community Representative	John Flores	Community Representative
Community Representative	Susan King	Community Representative
Classroom Teacher	Kendall Sifuentes	Classroom Teacher
Classroom Teacher	Randall Bruton	Classroom Teacher
District-level Professional	Earl Husfeld	Chief Financial Officer
Parent	Elizabeth Burdine	Parent Representative
Parent	Hayley Brown	Parent Representative
Non-classroom Professional	Mandy Fernihough	Counselor

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 		<p>Curriculum and Instruction</p> <p>Executive Director of HR</p>	
<p>11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children</p> <ul style="list-style-type: none"> • Sexual abuse • Sex trafficking 	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Deputy Superintendent</p> <p>Executive Director of Student Services and Safety</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <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. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Executive Director of Student Services and Safety</p> <p>Counselors</p>	<p>The school will follow Board Policy FFB and FNF.</p>

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(LLEGAL) CKE(LOCAL)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LLEGAL), 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(LLEGAL) 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(LLEGAL) EHBB (LOCAL)