

Aledo Independent School District
Aledo High School
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Aledo High School exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

Aspire to Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo High School is the only high school campus in Aledo Independent School District in Aledo, TX. The student population at AHS is 1516. There are 518 tenth-grade students, 525 eleventh-grade students, and 461 twelfth-grade students. Daniel Ninth Grade Campus students also take various elective courses at AHS. Additional demographic information is outlined in the chart below. The campus has 91 full-time instructional professional staff members and shares an additional 2 instructional professional staff members with Daniel Ninth Grade Campus and/or Aledo Middle School. We also have 39 additional support staff members.

White	80.22%
Hispanic	13.9%
American Indian	<1%
African American	1.6%
Asian	1.1%
Multi-Racial	3.2%
Economically Disadvantaged	12.1%
Completion Rate - 420 (2020 Grads)	99%
Dropouts - 01	<1%
Discipline referrals	(Last year 223, the year before 171)

The CNA and Campus Plan were developed over a series of two workshops (9/21/21, 9/27/21). 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/SAT/ACT Participation Data, and Instructional Focus Data. The previous year's needs 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 27, 2021, and shared with the faculty for review and feedback.

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

Demographics Strengths

- Adding additional staff to address the growing student population and instructional needs.
- Programs are in place to address and support a variety of learners.
- There is a high level of involvement and support from the community in academics, athletics, and extracurricular activities.
- A high percentage of students have access to resources and support at home.

Needs

- Parent engagement within the Hispanic and Economically Disadvantaged populations is lower than that of all students.
- There is an increased need for ESL instructional strategies and resources to meet the needs of this growing population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The school is experiencing rapid growth that is putting a strain on resources. **Root Cause:** Excellent reputation and residential and commercial growth within the district.

Problem Statement 2: Ability to find qualified secondary teachers. **Root Cause:** The rate at which people are leaving the field exceeds that at which people are entering it.

Student Achievement

Student Achievement Summary

At Aledo High School, academic achievement is a high priority for all stakeholders. Due to COVID-19, STAAR Data was not collected for 2019-2020 school year and campus ratings were not awarded for the 2020-2021 school year. However, historical data indicates the campus's last assigned rating was an "A" rating for the 2018-2019 year.

Faculty, staff, parents, and students value and maintain high standards for achievement. Students are provided 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. Additionally, the campus has two intervention specialists that are leading intervention efforts and coordinating an after-school tutoring program.

College Board AP data revealed that over 66% of the students who took an AP exam scored a 3 or higher making them eligible to receive college credit. Seventy-eight students were recognized as AP Scholars, 26 as AP Scholars with Honors, and 43 as AP Scholars with Distinction; all were an increase from 2020. AHS had 2 National Merit Semi-finalists and 6 National Merit Commended Scholar this year. An additional 29 AHS students were also recognized as National Recognition Program Scholars (African American, Hispanic, Indigenous, and/or Rural and Small Town Scholars) by the College Board. Twenty-seven of those students earned two or more National Recognition Program Scholars honors. AHS students earned 57 total honors, more than six times the number of honors for Aledo High School students last year.

Data included in identifying needs are state assessment data including student group desegregation, grade reports, teacher input, discipline data, Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, and PSAT/SAT participation.

Student Achievement Strengths

- Growth in student success and participation in advanced courses; a high percentage of AP test results were above the national average.
- African American, Hispanic, LEP, Two or More Races, and EcoD students growth in English II STAAR exam scores.
- Over a 60% increase in National Merit & College Board Recognition from the previous year.
- Students are able to get extra help from a variety of teachers during the school day through the established Flex schedule.
- Aledo High School provides all sophomores with the opportunity to take the PSAT and all seniors with the opportunity to take the SAT during the school day.
- Teachers use data to address weaknesses in achievement through collaborative team meetings each week.

Needs:

- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas: staff development with a focus on serving EL students, supplemental materials, and tutoring for EL students (\$17,189).
- Title I funding will be utilized to provide services to students in the following areas: homeless student supplies (\$1511).
- Title I funding will be utilized to supplement summer school offerings for EOC and dyslexia students as follows: summer school personnel, summer school transportation, summer school materials.

*Note: Dollar amounts refer to district-wide funds.

Students categorized as Limited English Proficient (LEP), special education, and economically disadvantaged student STAAR performance in English II and US History is

notably lower than all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The participation of our subgroups in advanced academic courses does not match that of our "all students" population. **Root Cause:** Lack of intentional recruitment and parent understanding.

Problem Statement 2: There is a significant achievement gap related to our special education students compared to our general education population on the state assessment. **Root Cause:** Special education students are lacking some prerequisite skills and require more intensive Tier II and Tier III instruction.

Problem Statement 3 (Prioritized): After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus over time on research-based instructional practices are needed.

School Culture and Climate

School Culture and Climate Summary

Aledo High School is developing a culture of excellence. The climate is one that fosters relationships, relevance, and collaboration. AHS has a culture of success that must be maintained and built upon each year. We have experienced great success in fine arts, student organizations, academics, and athletics over the years and it is a tradition that each group wants to continue to build upon. The faculty/staff are stretched extremely thin as expectations and challenges increase. Staff morale must be monitored closely and administration will continue to create a supportive environment that provides training and resources to help teachers achieve.

AHS 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 daily and teachers are working collectively to provide these opportunities to students. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students. Team-building exercises were built into teacher in-service to support the development of a high-performing team.

The counseling program provides academic seminars, SOS Signs of Suicide, guidance lessons, small group counseling, and character education. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. These Ambassadors facilitated our first New Student Orientation and continue to welcome new students and do other special projects on campus.

Administrators and counselors hosted Student Success Seminars within the first 3 weeks of school to establish expectations and a campus climate that is conducive to learning.

The data sources reviewed to identify areas of need include questionnaires/surveys, school walk-through data, focus groups, and meetings.

School Culture and Climate Strengths

- The instructional focus has remained the same for many years; resulting in alignment and faculty commitment.
- Most parents view school as a positive, supportive learning community.
- The school has effective safety plans.
- Involvement in campus activities is a huge strength; both in competitiveness and participation.
- Campus administration is making an intentional effort to maintain systems and structures to support the expectation of excellence as the campus grows rapidly.
- AHS is establishing a collaborative culture where teams of teachers work together to ensure high levels of learning for all students.

Needs:

- Title IV funding (\$21,328) will be allocated for staff members to receive training in Capturing Kids' Hearts.
**Note: The dollar amount represents funds shared between all AISD campuses.*
- Teachers are overextended and the risk for burnout is high due to current circumstances.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: While academic achievement is high, there is significant room for growth and many do not see it due to our performance against a low metric (STAAR).

Root Cause: There is a level of complacency due to a history of fairly high academic achievement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aledo High School is comprised of veteran and new staff members that are all committed to student excellence. Teachers new to AHS participate in a campus New Teacher Induction Program where they meet twice a month for training and orientation. Teacher mentors are assigned to new staff with less than 3 years of experience to support their transition into the profession and to AHS.

Aledo High School is a learning community made of up 151 faculty and staff members. All Teachers have a bachelor's degree and are fully certified to teach their assigned courses. Many teachers also have their Master's degrees. Additionally, several teachers serve as College Board AP Graders and one teacher serves as an OnRamps mentor.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Professional learning is a part of the campus culture and is incorporated regularly. Teacher leaders provided learning opportunities during in-service, and Just-in-Time training opportunities will be offered throughout the year. Teachers are engaging in the PLC at Work Conference and AP Summer Institutes on a rotational basis. Opportunities to build relationships are provided through various social gatherings, and team-building activities were built into Teacher In-Service to facilitate the development of a high-performing team.

Teachers are evaluated through the T-TESS appraisal system and develop two professional goals annually. Administrators conduct 2 formal walkthroughs and a full observation to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walkthroughs to monitor the implementation of the district instructional priorities.

The following data sources were reviewed to identify needs in the area of staff quality, recruitment, and retention: observation data, collaborative feedback, student achievement data, professional development records and goals, staff retention rate, teacher certification, and qualification data.

Staff Quality, Recruitment, and Retention Strengths

- The entire faculty of AHS is highly qualified and many hold master's degrees.
- New teachers are provided a mentor and are a part of the campus and district New Teacher Induction Programs.
- Professional Learning is a part of our culture; teachers are provided opportunities to grow and improve.
- There is a high level of faculty participation in extensive professional learning opportunities: AP Institutes, AP Grading, OnRamps Institute.
- Salary increases and the district's reputation have a positive impact on the recruiting process.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.

Needs:

- Title II funds (\$12,672) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.
**Note: The dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*
- Teachers are leaving the profession at a higher rate each year.
- The retention rate for staff who are shared between campuses is, anecdotally, much lower than the retention rate for staff as a whole.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The instructional focus, systems, and expectations are overwhelming to new teachers. **Root Cause:** New faculty are not given enough time to process and prepare during the district New Teacher Academy.

Problem Statement 2: Professional learning may not provide enough differentiation for those teaching Advanced Academic Courses. **Root Cause:** There is a lack of intentional focus on communicating and demonstrating the application of instructional focus for advanced academics, which may result in a lack of commitment.

Problem Statement 3: Teacher workload is increasing annually resulting in lower morale and increased turnover. **Root Cause:** Higher class sizes, increased administrative responsibilities and legal requirements, changes in student behavior, etc.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Aledo High School is working to support the District Instructional Focus for the 2021-2022 school year. Teachers are implementing the Fundamental 5 strategies and high yield formative assessments to address the District Problem of Practice which specifically addresses student progress and critical writing. Additionally, teachers are focused on rigor, relevance, and student-driven learning 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. Curriculum 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 also participate in curriculum writing and curriculum mapping where they identify essential standards and develop common assessments.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, teacher iPads, student devices, Eduphoria, Canvas, and other applications. Teachers have been trained in The Fundamental 5 Instructional Strategies, Thinking Maps, Canvas, and other technology integration that they are implementing 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.

Pre-AP and AP teachers have been trained and are utilizing the College Board Pre-AP and AP Classroom resources. The OnRamps teachers participated in a 2-week training course to equip them to facilitate OnRamps dual enrollment courses.

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 data, and vertical alignment.

Curriculum, Instruction, and Assessment Strengths

- There is a common instructional focus across the district and campus.
- Professional learning opportunities are directly related to the instructional focus.
- Collaborative teams are continuing to align instruction and assessment through the development of essential standards and common assessments.
- Learning walks allow campus-wide data to be collected and shared with the faculty to increase the implementation of the instructional priorities.
- A focus on student-driven learning is increasing student engagement and relevance.
- We have strong CTE programs that provide many opportunities for students to study areas of interest.

Needs:

- Title II funds (\$12,672) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.
**Note: The dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*
- Teachers are not yet implementing the district instructional focus non-negotiables at the target level.
- The current bell schedule does not allow enough time for teachers to accomplish all of the PLC at Work tasks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Some content areas are still lacking a guaranteed and viable curriculum. **Root Cause:** Instructional Specialists are not provided for some elective courses; slowing down the process and requiring teachers to develop curriculum documents.

Problem Statement 2: In some classrooms, students are still demonstrating compliance rather than authentic engagement. **Root Cause:** There is still evidence of faculty resistance to and/or a lack of proficiency in implementing student-driven learning and instructional priorities.

Problem Statement 3 (Prioritized): After an analysis of campus data, including daily impact walks, instructional rounds, student survey data, and EOC data, students are not consistently engaging in meaningful work. **Root Cause:** A more intentional emphasis on student-driven learning and relevance is needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Aledo High School believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as new student orientation, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, Newsletters, Facebook, Instagram, Twitter, and YouTube are ways the campus is trying to increase communication and transparency. Teachers are also utilizing their web pages, Canvas, Remind, and other resources to keep parents informed.

The campus partners with PTO to provide support and resources to students and teachers throughout the school year.

Additionally, we host various parent events including a virtual Open House Parent Informational Meeting, the Info Expo, Just for Juniors, Senior Summit, FASFA Night, Dual Credit Info Night, AP Registration Summit, and we are planning our first Advanced Academic Night. Parent newsletters also provide direct resources for parents to best support their students academically at home.

AdvoCats also continues to support our economically disadvantaged students with their needs during the year.

Parent and Community Engagement Strengths

- Excellent parent support for student and campus needs.
- Support from local businesses by providing resources and/or financially supporting the school district.
- Individuals outside of the community believe that we have highly effective schools resulting in rapid growth.
- There is strong communication from the district and schools to parents regarding achievement, needs, changes, concerns, etc.
- Excellent parent and community involvement/presence at all student activities.
- Student organizations and extracurricular activities provide many community service opportunities for students.

Needs:

- The Learning Management System is utilized inconsistently among faculty.
- Parent involvement decreases as students enter and progress through high school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lower level of connectedness and communication between teachers and parents than was once possible. **Root Cause:** Rapid growth resulting in higher class sizes and overall student load.

Problem Statement 2: Parental involvement of our economically disadvantaged and ESL families is lower than that of our overall population. **Root Cause:** Families within these sub-populations are not as connected to the school community.

School Context and Organization

School Context and Organization Summary

Aledo High school is the only high school in Aledo ISD. It serves students in grades 10-12. 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 organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in curriculum-writing and program selection and implementation.

A master schedule has been developed that supports the PLC at Work process. Collaborative teams meet weekly to engage in work surrounding the 4 PLC critical questions to ensure high levels of learning for all students. All teachers have been assigned to a specific department which is led by a Department Chair. Each collaborative team also has a Collaborative Team Leader charged with guiding their individual teams. The campus has increased the number of collaborative teams from 1 to 15 in the past two years; eliminating the unnecessary singleton teachers so collaboration and collective responsibility are possible.

Students are offered multiple career pathway options through the five endorsements that are available at AHS. They have various course options and extracurricular opportunities available to them. A new OnRamps dual enrollment course and two additional AP courses were made available to students this school year. The campus also added a wrestling program.

School Context and Organization Strengths

- Increased number of collaborative teams from 1 team two years ago, to 15 teams this year.
- More opportunities for teacher leadership, such as mentors, department chairs, collaborative team leaders.
- Increased number of AP and OnRamps Programs being offered to students.
- Flex has been restructured to maximize individual instruction, intervention, and extension.

Needs:

- The current GPA/Class Rank policy discourages students from participating in various CTE programs.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers are provided limited collaborative team time during the school day. **Root Cause:** The cost of adding a period of collaborative team time each day is prohibitive, and some teachers are a part of more than one CT due to their teaching assignments.

Technology

Technology Summary

Aledo High School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology that can be integrated into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. Students have been issued a district device or may bring their own approved device to school which also allows for increased technology integration. The use of the Canvas LMS system allows teachers to post assignments and instructional resources online for students.

Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 tools and applications, 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 communication tools such as email and Remind.

The campus has additional technology resources in the science labs, the Distance Learning Center, and the library. In addition to instructional technology, the campus has the 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 technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

Technology Strengths

- Students are all provided a technology device that helps faculty maximize technology integration.
- Laptops are available for students and teachers, iPad and presentation technology for teachers.
- Safety technology is (and will be) implemented consistently across campus (e.g., ID badge security)
- The use of the Canvas LMS allows students access to instructional materials, online learning, and prepares them for higher education platforms.
- The use of Canvas and other learning platforms has increased professional learning opportunities and it provides flexibility for teachers to engage in learning.

Needs:

- There is a wide disparity in the use and integration of instructional technology.
- Wifi deficiencies have been reported in light of the increased use of blended learning.

Problem Statements Identifying Technology Needs

Problem Statement 1: The growth of technology device integration does not match the level of support needed to maintain it. **Root Cause:** There is no dedicated technical support personnel per campus.

Problem Statement 2: Technology is not implemented consistently in all classrooms. **Root Cause:** Varied comfort and proficiency levels among faculty members.

Problem Statement 3: Some technology is aged and in need of replacement. **Root Cause:** Rapid technology upgrades require a frequent replacement cycle.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: After an analysis of campus data, including daily impact walks, instructional rounds, student survey data, and EOC data, students are not consistently engaging in meaningful work.

Root Cause 2: A more intentional emphasis on student-driven learning and relevance is needed.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

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
- SAT and/or ACT assessment data
- PSAT
- 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
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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 Remote Lesson Reviews

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%. Staff Responsible for Monitoring: Campus & 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: Daily Impact Walk Data will be shared with the faculty 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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 Leaders, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>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 Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: A virtual Instructional Resource Library will be established where teachers can share and view exemplars. Strategy's Expected Result/Impact: Best practices specifically related to the instructional focus will be shared and implemented. Staff Responsible for Monitoring: Campus Administration, Department Chairs, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Just-in-Time Training opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities. Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities to learn new strategies for implementation. Staff Responsible for Monitoring: Curriculum Specialists, Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: A strategy "share out" will be provided by a teacher in each faculty meeting. Strategy's Expected Result/Impact: Teacher spotlights will facilitate motivation and learning. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	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 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: 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Daily Impact Walk Data will be shared with the faculty 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6</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 Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: New teachers will participate in a Fundamental 5 book study. Strategy's Expected Result/Impact: Teachers will read and discuss the Fundamental 5 strategies to ensure common understanding for effective implementation of the Lesson Frame, Critical Writing, and FSGPT. Staff Responsible for Monitoring: C&I Department Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will be provided immediate feedback regarding missed opportunities through DIW and T-TESS Walk-through feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: A virtual Instructional Resource Library will be established where teachers can share and view exemplars.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities to learn new strategies for implementation.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Just in Time Training opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities to learn new strategies for implementation.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: A strategy "share out" will be provided by a teacher in each faculty meeting.</p> <p>Strategy's Expected Result/Impact: Teacher spotlights will facilitate motivation and learning.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</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 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 Administration Curriculum Specialist, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</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 as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative 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> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</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 Leaders.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders, Campus 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 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			
<p>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 Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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 analyze data to ensure a focus on results and student growth. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>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 Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>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 Specialists, Collaborative Team Leaders Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams.</p> <p>Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Teams</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</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 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			
Strategy 1: Coaches will communicate program details and tryout information to all students. Strategy's Expected Result/Impact: Students will be more informed and participation will increase. Staff Responsible for Monitoring: Athletic Director, Head Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Athletic information will be shared during enrollment and new students will be provided the opportunity to try out and get connected. Strategy's Expected Result/Impact: New students will join the athletic program. Staff Responsible for Monitoring: Counselors, Head Coaches	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Additional sports programs and individual teams will be added as the opportunity arises. Strategy's Expected Result/Impact: More students will be involved in the athletic program. Staff Responsible for Monitoring: Athletic Director, Head Coaches	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 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
Strategy 2 Details	Reviews			
Strategy 2: The use of student RFID badges will be maximized including building access, library check-out and printing, cafeteria purchases, etc. Strategy's Expected Result/Impact: Students will understand the need and benefit of compliance. Staff Responsible for Monitoring: Faculty, Staff, and Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: A system will be implemented to provide temporary badges and consequences for those that demonstrate noncompliance. Strategy's Expected Result/Impact: Improvement in compliance and implementation. Staff Responsible for Monitoring: Library Media Specialist, Campus Administrators, Teachers	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, Associate Principal, Department Chairs	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Develop a Campus New Teacher Induction Program that provides ongoing professional learning opportunities, social interaction, and support. Strategy's Expected Result/Impact: Increase connectedness, support, and skills. Staff Responsible for Monitoring: Principal, Associate Principal, New Teacher Mentors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Increase campus leadership opportunities where teachers can continue to grow, learn, and find fulfillment. Strategy's Expected Result/Impact: Help teachers grow and retain veteran teachers. Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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 Counselors	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 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, Counselors	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, Counselors	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Host an Advanced Academic Night to inform and recruit students. Strategy's Expected Result/Impact: There will be an increase in Advanced Academic course enrollment for the 2022-2023 school year. Staff Responsible for Monitoring: Advanced Academic Coordinator, Counselors, Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Provide regular communication to all students and target groups of students. Strategy's Expected Result/Impact: Students and parents will be more informed and will enroll in Advanced Academic courses. Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: 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: Counselors	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>				

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Gena Berry	Teacher
Classroom Teacher	Jamie Rinehart	Classroom Teacher
Administrator	Angela Tims	Principal
District-level Professional	Lynn McKinney	District Administrator
Classroom Teacher	Dan Shedd	Classroom Teacher
Classroom Teacher	Amy Bullock	Classroom Teacher
Classroom Teacher	Katelyn Smith	Classroom Teacher
Classroom Teacher	Catherine Williams	Classroom Teacher
Classroom Teacher	Kris Grgurich	Classroom Teacher
Business Representative	Sarah Gallaher	Business Representative
Business Representative	Brett Parker	Business Representative
Community Representative	Dr. Todd Kovach	Community Representative
Parent	Jami Warner	Parent
Parent	Caroline Green	Parent
Non-classroom Professional	Amber Wheeler	Non-classroom Professional

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)