Aledo Independent School District

District Improvement Plan

2023-2024

Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Revised/Approved: September 13, 2023

Demographics

Demographics Summary

Aledo ISD is a pre-K through grade 12 school district located in Parker and Tarrant counties. There are 12 campuses in the district consisting of one early childhood campus for Pre-Kindergarten, six elementary campuses for Kindergarten through grade 5; two middle schools, grades 6-8; one 9th-grade campus, one high school, grades 10-12; one alternative campus and a
Child Development Center

The district has two Title I elementary campuses: Annetta and Coder. Our total student enrollment for the 2022-2023 school year was 7,847. Projected enrollment for the 2022-2023 school year was 8,021.

The student population for the Fall of 2022 was ethnically represented as follows:

- African American – 1.55%
- Hispanic - 18.47%
- Caucasian - 74.21%
- Native American - 0.00%
- Asian - 0.92%
- Hawaiian/Pacific Islander - 0.00%
- Two or more ethnicities - 4.58%

The teacher population for the Fall of 2022 was ethically represented as follows:

- African American – .5%
- Hispanic - 3.4%
- Caucasian - 94.6%
- Native American - 0.2%
- Asian - 0.2%
- Hawaiian/Pacific Islander - 0.00%
- Two or more ethnicities - .1%

For the 2022-2023 school year, 15.53% of the student population was Economically Disadvantaged, 2.76% Limited English Proficient (LEP), 21.11% At-Risk,

11.06% Special Education, and 7.70% Gifted and Talented. The district served 26 immigrant students during the school year. We served 51 homeless students, which was no change from the previous year. The district also served 8 students in foster care. There were 13 students reported as dropouts.

During the 2022-2023 school year, the district had a total (full-time and part-time) of 970 staff members to include teachers, professional support, campus administration, and central office administration.

Demographics Strengths

- Community involvement and support
- Parental involvement
- Additional teaching staff and other faculty members to accommodate student enrollment rates

Needs:

- Continue planning for accelerated student growth with regard to district facilities and staff

Student Achievement

Student Achievement Summary

For the 2022-2023 school year, Aledo ISD, Annetta Elementary, Coder Elementary, McCall Elementary, Stuard Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School has not yet received accountability ratings or distinction designations from TEA. TEA has not set an official release date at this time. At that time, the student achievement section of AISD plan will be updated accordingly.

Listed below is a partial listing of additional academic, athletic, and extracurricular achievements.

Advanced Academics

Increase of 129% of elementary students identified as Gifted and Talented from 2022-23.

Class of 2023:

> · 2 National Merit Finalist Scholars
> · 16 National Merit Commended Scholars
> · 127 College Board Recognition Program Scholars
> · 112 Advanced Placement Scholars
> · 64% of the exams given at AHS/DNG were a 3, 4 or 5.
> · Average SAT score is 1075
> · Average ACT score is 22.7

CTE Honors 2023-24

New Career & Technical Education (CTE) courses added in 23-24

- Principles of Aviation
- Principles of Architecture
- Architecture Design 1
- Emergency Medical Technician (EMT)
- Sports and Entertainment
- Social Media Marketing
- Cybersecurity
- Principles of Applied Engineering (middle school)
- Principles of Information Technology
- Child Development

Education and Training

- Started first Texas Association of Future Educators (TAFE) chapter at AHS
- 5 students competed in competition and 2 students advanced to state
- Quadrupled enrollment numbers for Practicum

Health Science

> · 69 students earned a CERTIFIED CLINICAL MEDICAL ASSISTANT
> · 46 students earned the additional PHLEBOTOMY certification
> · 45 students earned the additional EKG certification

· 67 students earned a BLS / CPR certification.
· Health Occupations Student Assoc. (HOSA) Competition-
· 84 online testing
· 27 students competed in Area competitions.
 -6 students competed at state

Business

· 44 students earned a MOS WORD certification
· 44 students earned a MOS EXCEL
· Business Professionals of America (BPA)

AG Plant Science

· 16 students earned a LEVEL 1 FLORAL

AG Animal Science

· 6 students earned a Vet Assistant Certification

AG Mech

· 29 Students earned a WELDING D9.1

FFA

- Leadership Development Events (LDEs)- 14 district teams, 7 area teams, and 1 state teams
- Career Development Events (CDEs)- 9 area teams and 5 state teams, 1 state champion
- Speaking Development Events (SDEs)– 8 district speakers, 3 area speakers
- Agriscience Fair- 4 national finalists
- Livestock Participants- 72 students
- Ag Mechanics Projects– 12 projects
- Certifications– 41
- Degrees Awarded— 52
- Star Awards- 1 state finalist
- Community service projects– 6
- National Chapter Award– 3-star chapter and Silver division Golden Horizon Award
- Texas FFA Ambassadors– 2

State Proficiency Finalists- 3
National Proficiency Finalists- 1
American Degree Recipient- 1

Graphic Design

- 38 students earned an ADOBE PHOTOSHOP
- 43 students earned an ADOBE ILLUSTRATOR
- 17 students earned an ADOBE INDESIGN

Computer Science:

- Affiliate Honorable Mention winner for NCWIT (National Center for Women and Information Technology)
- 7 students passed the Certified Entry-Level Python Programmer IBC
- UIL Computer Science team won district meet

Robotics

- Hosted Robotics season kickoff for DFW Metroplex
- 4 Robotics Teams: Team 20325, Team 6566, Team 13811, Team 9161
- Hosted our qualifier tournament in January with 21 schools competing.
- Team 20325 – Advanced to UIL and FIRST State Championship, 1st Place 5A Division Innovate Award and advanced to the semi-finals. Highest finish in AISD history.
- Team 13811- Advanced to the Semi-Finals
- Team 9161 1st Place Innovate Award
- Team 6566 – 3rd Place Design Award at Semi-Regionals

Journalism / Student Media

NATIONAL
Columbia Scholastic Press Association

   - Gold Crown Winner

Gold Circle Awards

- 2 - First Place, Cover Design
- First Place, Opening and Closing Spread Design
- First Place, Feature Writing
- Second Place, Sports Reporting
- Second Place, Theme and Concept
- Second Place, Organization Spread
- Third Place, Design portfolio
- Commended Merit, Headline writing
- Commended Merit, Cutline writing
- Commended Merit, Alternative Story Form

Journalism Education Association/National Scholastic Press Association

- Pacemaker Finalist
- Second Place Best in Show - NSPA/JEA Spring Convention
- NSPA Photo of the Year Finalist, Sports Feature, 4th Place
- NSPA Design of the Year Finalist, Yearbook Theme, 5th Place
- Excellent Feature Writing, Convention Contest
- Honorable Mention Literary Magazine Design, Convention Contest

Quill and Scroll International Honor Society for Scholastic Journalists Yearbook Excellence Contest

- Second Place, Comprehensive Writing
- First Place Sweepstakes, Headline Writing and Design
- First Place Sweepstakes, Student Life writing

- First Place Sweepstakes, Academics Photo
- Second Place, Captions
- Second Place, Sports Feature Writing
- Second Place, Performing Arts Writing
- Honorable Mention, Sports Photo

24 NSPA Leadership Awards in Student Journalism

19 Quill and Scroll Inductees

STATE
ILPC State Awards
Gold Star Winner
4 Tops in Texas

Individual Achievement Awards
8- 1 st place awards
5-2 nd place awards
6- 3 rd place awards
8- Honorable Mentions

Best in Texas Results
4- Best of the Best Awards
15- Superior Awards
7-Excellent Awards
7- Honorable Mention Awards

ATPI Fall Photo Contest
Honorable Mention, Landscape

UIL Cen-TX Invitational Meet 5A-2
1st Place, Copy Editing
2nd Place, Editorial
3rd Place, Feature

UIL District Meet
1st Place Journalism Team
1st Place, News Writing, Feature Writing
2nd Place, News Writing, Feature Writing, Editorial Writing
3rd Place, Headline Writing 4th Place, Editorial Writing 5th place, Copy Editing

UIL Regionals
1st Place, Feature Writing
3rd Place, Feature Writing
5th Place, News Writing

UIL State
2nd Place, Feature Writing

6th Place, Feature Writing

AISD District -

- Overall, 333 students earned an Industry Based Certification (IBC)
- 42% of 2023 Seniors graduated with at least one IBC – State Average 18%

Athletics 2022-2023

- **Cross Country**
  Total Participants: 33

  Ladycats:

  - District champions
  - Regional finish - 4th place
  - 5A State Meet

  Bearcats:

  - district champions
  - Regional finish - 5th place
  - State - student finished 32nd

Football

- Total participants: 226
- 2022 Season – 14-2
- 5A-DI STATE CHAMPS

Volleyball

- Total participants: 64
- 31-16 season record
- 2nd place in district 5A-I
- Area finalists
- Awards:
- TGCA All-Star, TGCA All State, TGCA Academic All State, AVCA Watchlist, AVCA Phenom, AVCA All American Honorable Mention, THSCA Academic Honors, District Offensive Player of the Year, District Utility Player of the Year, District 1st Team, District 2nd Team, District Honorable Mention, District Academic All District

Cheer

- Total participants: 72 cheerleaders (for three squads) in 2022-23

Swimming

- Total participants: 23 swimmers:
- THSCA Academic All-State
- State meet:
- 3 relays and 4 individuals qualified
- School records were set in both boys 200 free and 200 medley relays.
- Individual event school records were set in the girls 200 free, 500 free, 100 free and 200 Individual medley.

Team Tennis

- Total participants: 40
- 13-3 overall, 6-0 district record
- District Champions
- Area Finalists
- Voted Coach of the Year – District 5-5A
- 1st Team All-District Doubles: 6
- 2nd Team All-District Doubles: 8
- 1st Team All-District Singles: 8
- 2nd Team All-District Singles: 3
- Honorable Mention Singles -1
- Co-Newcomer of the Year: 1

Spring Tennis

- Total participants: 38
- 8 players finished in top 2 at district tournament and advanced to regional tournament:
- Individual Awards:
- District Champions in Boys Doubles
- District Champions in Mixed Doubles
- 2nd in Girls Dbls
- 2nd in Boys Singles
- 2nd in Girls Singles

Golf

- Total participants: 30 golfers

Bearcats Golf:

- District 5-5A Champions
- 4th at Regionals

Ladycats Golf:

- District 5-5A Champions
- 2nd Regionals
- Qualified as a team for the State Tournament
- 1 student qualified as a medalist for the state tournament

Ladycat Basketball

- Total participants: 46
- 17-17
- Bi-District Champions
- Area Finalists
- 14 - Academic All-district
- 8 - Academic All-state (TGCA & TABC)
- 6 Academic All-state (THSCA)
- 1st Team All District – 2
- 2nd Team All-District – 2

Honorable Mention All-District – 3
Bearcat Basketball

- Total participants: 53
- 15-15 (4-8)
- 5th in District 5-5A
- 1st Team All-District - 1
- 2nd Team All-District - 1
- Academic All-State - 3

Wrestling

- Total participants: 74 wrestlers - 64 boys and 10 girls.

- 11 Regional Qualifiers
- 2 State Qualifiers
- JV had 12 district places

Ladycat Powerlifting

- Total participants: 34
- Won Brock Invitational
- 2nd place in District
- Qualified 15 girls to Regionals, finished 2nd at Regionals
- Qualified 5 to the State Meet; had two Top-10 finishers
- **Bearcat powerlifting**
- Total Participants: 80
- Qualified 10 boys to Regionals, finished 2nd at Regionals
- Qualified 2 to the State Meet
- Academic All State - 2

Ladycat Soccer

- Total Participants: 40
- 16-7-3, 2nd place district 5-5A
- Area Finalists
- Defensive Player of the Year in district 5-5A - 1
- First Team All-District – 4
- Second Team All-District: 5
- TASCO All-Region, Region 1 - 2
- Academic All-State - 8

Bearcat Soccer

- Total Participants: 67
- Three teams: varsity, JV A and JV B
- 14-6-4,
- 3rd place district 5-5A
- Bi-District Finalists
- Offensive Player of the Year in district 5-5A - 1
- TASCO Second Team All State - 1
- All-District and TASCO Honorable Mention All State - 1
- First team All-District and TASCO Honorable Mention All Region 1

- TASCO Academic All State - 6

Ladycat track and field

- Total participants: 56
- Varsity District Champions
- Area Champions
- 3 State Qualifiers
- State Meet - 2nd place in Pole Vault
- State Meet - 3rd place in Shot Put
- State Meet – 5th place in 800m Run

Bearcat track and field

- Total participants: 75
- The varsity won all invitational meets this season.
- JV only lost one invitational meet.
- Varsity and JV were District Champions.
- Area Champions
- 18 Regional Qualifiers,
- 11 State Qualifiers.

Softball

- Total participants: 29
- 26-6-1 (12-0 in district)
- 5-5A District Champions
- Area Finalists
- District 5-5A Staff of the Year
- 5-5A MVP:
- 5-5A Co-POY
- 5-5A Off POY
- 5-5A Newcomer
- 1st Team All-DistrictL 3
- 2nd Team All-District: 3
- Honorable Mention All-District: 2
- 18 Girls selected for Academic All-District
- 1st Team THSCA Academic All-State
- 2nd Team THSCA Academic All-State: 7

Baseball

- Total participants: 78
- 23-12 Record
- Area Finalists
- District 5-5A MVP
- 5-5A Offensive MVP
- 1st Team All-District – 3

Total Bearcat Athletes: 924

Total Ladycat Athletes: 459

Total Aledo: 1383

*70 Ladycats and Bearcats received academic all-state honors

Student Achievement Strengths

- Student leadership opportunities such as the National Honor Society, Student Council, Leading Ladies, and Student Ambassadors
- Multiple student awards and honors
- Collaborative teams increased in proficiency in the three big ideas of a PLC: Focus on Learning, Focus on Collaborative Culture and Focus on Results
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week
- Growth was evident in all four districts' look-fors
- Local data is showing significant progress in reading and math from the beginning of the year to the end of the year for Kindergarten and 1st-grade students
- Interventionists worked with 398 students in the 2021-2022 school year.
- MAP Growth data showed that 83% of elementary students and 80% of secondary students receiving ESSER-funded tutorials made progress from BOY to EOY
- Despite the challenges that COVID-19 has placed on all stakeholders, the following strengths are shown in AISD's state assessment data:

    * From 2018-2022, the gap between the All Students group and Economically Disadvantaged, SPED, EB/EL decreased in 15 out of 18 (83%) performance levels across reading and math with Special Education having the highest percentages of achievement in 2022 for the past five years 6 out of 6 performance levels increased in the area of Special Education reading and math

    * 6 out of 6 performance levels maintained or increased in the area of reading and math

    * 3-8 STAAR reading data indicated double-digit gains at almost every grade level in at least one performance level

    * 3rd and 4th grade STAAR math data indicated double-digit gains at the meets grade level and a 16% gain at masters for 3rd grade

    * 6% gain in English I EOC meets and 9% gains in masters for Algebra I and Biology

Needs:

- We saw decreases in 5th-8th grade STAAR math between spring 2021 and spring 2022. Local data also aligns to this concern that we still have significant gaps in math from

the COVID learning loss in our younger students who are now getting to middle school. Continue to provide targeted intervention for students below grade level in reading and math with a specific focus on the gaps in math evidenced through local and state assessment data

- Continue to support PK-2 early literacy and foundational math skills
- Continue to provide opportunities for identifying students for the Gifted and Talented program and for advanced academics participation
- Continue adding additional CTE programs of study to fit student growth and needs

Federal Funding will be utilized as follows:

- Title I:A $141,485: Instructional specialist salary and school supplies/transportation for homeless students
- Title I:C $2,541: Migrant Shared Service Agreement with Region 11
- Title II, $83,592: Professional Learning for all staff
- Title III, $19,880: Supplies, tutoring, and professional learning Title IV, $11,833: Activities to support safe and healthy students
- ESSER Funding to provide tutorials for students with learning loss

District Culture and Climate

District Culture and Climate Summary

The Aledo ISD communications department works daily to keep families connected to the district and to distribute information through a variety of channels. The district maintains a Facebook, Twitter and Instagram account as well as a district website (aledoisd.org) and campus websites, a mobile app, a Vimeo (video) account, and Flickr (pictures) account.

The communications department also distributes press releases and pitches story ideas to local media outlets and handles all media inquiries.

The Bearcat Blast E-Newsletter is produced and emailed to all stakeholders each Thursday of the school year; it has a readership of approximately 15,000 people per week and includes weekly highlights of the Aledo Bond 2023 program, the Positivity Project - or P2 - Corner, and the latest happenings with the district's strategic partners (Aledo Education Foundation, Aledo Children's AdvoCats and Aledo PTO) as well as a monthly Bearcats Safe Update and much more information on upcoming events and student/staff achievements.

The district publishes regular communications on student and staff achievements, student holidays, student and parent surveys, traffic/construction alerts and/or bus delays, bond project updates, and campus and districtwide events. The Aledo ISD also regularly sends updates to parents and to staff members from Superintendent Dr. Susan Bohn on important topics.

Parent, teacher, and student surveys are conducted annually; the feedback is reviewed and disseminated to each campus principal. The survey provides areas of strengths and needs that are addressed in each campus comprehensive needs assessment.

The districts' survey company, Panorama, conducted five surveys during the 2022-2023 school year; a fall student wellness survey, a parent survey, an all-staff survey, an all-teacher survey, and a student survey (grades 5-12) in late spring.

Parent conferences, open house and curriculum nights are conducted annually on each campus. In addition, annual orientation sessions are conducted for parents and students in the transition grades (i.e. entering kindergarten, elementary to middle school, and middle school to high school). Aledo ISD has 2 Title I campuses in 22-23: Annetta and Coder Elementary. Each Title I campus hosts special events for parents.

Every campus completed the following drills in 2022-2023

- Evacuation (fire) Drill once per month (Aug.-May)
- Evacuation (reverse) Drill once per semester
- Lockdown Drill once per semester
- Severe Weather Drill once per semester
- Shelter in Place once per semester

Campuses emphasize character development through:

- Capturing Kids' Hearts
- Positivity Project - P2

District Culture and Climate Strengths

Strengths:
- A safe and secure learning environment
- Student Council Leadership Programs across the district
- Community, parents, and staff have high expectations for student achievement in all areas
- Programs related to internet safety and bullying
- High level of parent and community involvement
- High level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Active Aledo PTO
- Active Aledo Children's AdvoCats
- Random Student Drug Testing to include nicotine for select groups of students participating in extracurricular activities in grades 7-12

Needs:

- Encourage greater parent participation in the use of district-provided online resources (parent portal, teacher website, online textbooks) (especially for non-English speaking families)
- Continue to implement greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students (e.g. hazardous materials spill, active shooter)
- Making community events more accessible (like football game attendance for low-income / ESL families)
- Access or training for non-English-speaking parents to be able to learn and have access to resources that English-speaking parents do

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the estimated 10/16/23 - 2022-2023 PEIMS staff summary data of the Aledo ISD teaching staff, 71% hold only a Bachelor's Degree, 28.5% hold a Master's Degree, and 0.6% have attained a Doctorate.

Listed below are the percentages of the teaching staff by years of experience:
Beginning – 4.7%
 1 to 5 years - 21.2%
 6 to 10 years - 27.2%
 11 to 20 years - 33%
 Over 20 years - 14.3%

The average years of teaching experience for Aledo ISD teachers was 11.4 years. Aledo ISD teachers have worked within the district for an average of 5 years. The professional, paraprofessional and auxiliary staff turnover rate for Aledo ISD for 2022-2023 was 16% for professionals and 29.5% for paraprofessionals with 58 staff members retiring or resigning. The turnover rate for teachers in the 2022-2023 school year was 15% with 73 Teaching/Library staff members retiring or resigning. The turnover rate for our auxiliary staff to include maintenance, transportation, and child nutrition was 25.0%.

The teacher population for the Fall of 2022 was ethically represented as follows:

- African American – .5%
- Hispanic - 3.4%
- Caucasian - 94.6%
- Native American - 0.2%
- Asian - 0.2%
- Hawaiian/Pacific Islander - 0.00%
- Two or more ethnicities - .1%

District hiring procedures include: posting of positions on the district website, Region 11, social media, and Betterteams.com and direct Google/email advertising to certified educators, along with major and local Texas university job boards; an online application process including a profile survey, review of certification and Highly Qualified credentials; and campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the superintendent for approval. The District was awarded $45,000 in TCLAS grants that we have distributed to our six paraprofessional campus guest teacher staff awardees, three of these are working in a classroom as a teacher in the 23-24 school year. All campus and Bearcat Leadership Team (BLT) members have received formal training in conducting interviews. Administrative positions follow the same procedures with the addition of a central office interview process.

New teachers are involved in an induction program consisting of New Teacher Orientation and Just-In-Time trainings to support district initiatives, Texas Teacher Evaluation System (T-TESS), Texas Behavior Support Initiative (TBSI), technology, and Gifted and Talented. Based on the new employee's assignment, staff members are required to receive annual compliance training as well as training in Crisis Prevention Intervention (CPI), Texas Reading Academy, Thinking Map Training, AP Institute Training, CPR, Technology Integration Training, ESL/TELPAS certification, and the Aledo ISD New Teacher Mentor Program.

Personnel has been adjusted to align to the number of emergent bilingual students on each campus. materials purchase for teachers on all campuses and professional development provided to ESL teachers to enhance their growth and development. ESL team continued to add training to an ESL Canvas course series which includes content and language supports, authentic writing, ESL instructional strategies and strategies for EBs with learning disabilities. There are a total of 6 hours of ESL PD available for all staff. ESL team met during the 2022-2023 school year to plan collaboratively to improve systems across campuses. District provided expanded interpretations of services to support students and families to improve the school/family connection and strengthen this relationship.

To support recruitment and retention, Aledo ISD has an Early Childhood Development Center offering childcare from six weeks through the child's fourth birthday.

Staff members are recognized annually for years of service (increments of five years) with the district. In addition, staff members from each campus are nominated by their peers and selected to participate in an award ceremony. The winners are chosen by outside committees to receive a monetary award through the Marva Collins Excellence in Teaching Program; this program is funded by various business partners. Each year an Aledo ISD teacher is selected as a Jack Harvey Fellowship Award recipient in association with Weatherford College. Beginning the 2019 -2020 school year the district began The Circle of Greatness – Employee Recognition Program where anyone can nominate outstanding employees who are helping to "Grow Greatness" within AISD. In the 2022-2023 school year there were 518 nominations submitted.

Staff Quality, Recruitment, and Retention Strengths

- Strengths
    - Continued increase in teachers getting the ESL certification
    - Support program for new teachers with three or less years of experience, including a paid mentor
    - wide variety of professional learning opportunities

- **Needs:**

    - Increase in the diversity of staff to align with student demographics
    - Evaluate and assess additional recruitment options for our campus-based positions
    - Continue improving compensation based on market-rate averages to offer a more competitive pay scale
    - A support program for teachers new to the district who are veteran teachers
    - Promote intentional communications with Human Resources concerning future employment changes (ex. Notification of retirement as early as possible, change in school districts, changes in career

- Process in place for ESL certificatioin for new hires and current AISD staff
- Continue to evaluate current ESL program to ensure systems in place are efficient for program growth and student progress.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2022-2023 school year, the following areas were identified as our district focus areas for the 2023-2024 school year:

- Students consistently demonstrate essential academic and social behavior
- Consistent implementation of an engaging learner environment that is aligned to learner needs

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that includes the following:

- What We Teach – Standards-driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor, Relevance, Engagement, and Workshop Model
- Authentic Literacy – Cross-Disciplinary Literacy, Write From the Beginning and Beyond
- Professional Learning Community (PLC) - AISD is committed to engaging in the PLC process to ensure high levels of learning for all students.

To measure the implementation of the district instructional focus, the following instructional priorities will be measured during the 2023-2024 school year:

- Framing the Lesson
- Daily Critical Writing
- Frequent Small-Group Purposeful Talk
- Learner Engagement

In addition to gathering data on the district instructional priorities, AISD will also collect qualitative data on shifting toward a culture that is student-driven through collecting pictures and descriptive anecdotes that capture/describe student-driven learning in action.

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

- District hosted Empower 2023 Summer Professional Learning Academy to provide in-district and out-of-district educators with a variety of summer professional learning opportunities. Empower 2023 offered 121 professional learning sessions / 2,196 CPE total hours.

- Content Instructional Specialists and Technology Specialists partner with teachers to improve the quality of instruction through assisting with instructional design, co-teaching and/or modeling lessons, and providing resources and training that are responsive to teacher needs. Each campus has an assigned Instructional Specialist to provide direct support to teachers.
- Early Literacy Specialists support literacy instruction in grades K-2 at all elementary campuses and are AISD Cohort Leaders for Reading Academies.
- The district has added resources such as Heggerty, a phonological and phonemic awareness curriculum as well as Really Great Reading, a supplemental phonics program. The implementation of these resources is building a solid foundation of basic early literacy skills in K-2. The district uses mCLASS Texas to screen and monitor students in reading development.
- During the 2021-2022 school year, GT Specialists screened and added 80 new students, doubling the amount of identified students at multiple campuses.

- Using the GT Allotment, the district has approved training for GT Specialists at the state level as part of the annual conference through the Texas Association for Gifted and Talented Students.
- Campus GT Specialists offer support to grade-level teams in creating and implementing extension activities for proficient students, regardless of student identification.
- The GT Selection committee continues to refine the identification process in order to better serve underrepresented populations.
- District implemented additional advanced academic courses in dual enrollment and Advanced Placement as well as grew existing programs exponentially
- District administered largest number of AP exams in district history
- District experienced largest number of National Merit scholars in AISD history
- District implemented PSAT prep courses aimed at increasing National Merit Scholars
- District provides ongoing communication with all staff through a weekly C&I Newsletter that spotlights teacher implementation of the District Instructional Focus, high-yield instructional strategies, important information, and upcoming professional learning opportunities.
- District provides Just in Time professional learning opportunities based on identified teacher needs.
- District provides the opportunity for staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The district established curriculum writing teams that oversee the development of the district curriculum and district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- The district identified teacher leaders from across the district to participate in the AISD Teacher Leadership Cohort (TLC). The TLC will focus on building teacher leadership capacity and growing strong educational leadership skills through a year-long professional learning series. Cohort members will engage in rich dialogue and professional learning that aligns with the AISD's district vision and instructional focus.
- Extensive professional learning opportunities have been created to develop the district's co-teach practices, behavior management, and legal/process updates.
- District hired additional Special Education Instructional Facilitators to ensure high-quality instruction for students receiving special education services through coaching, modeling, and providing support to general education and special education teachers. SPED Instructional Facilitators now support all grade levels and campuses across the district.
- One SPED staff member (paraprofessional) was recognized as district-wide Circle of Greatness Employees at the 2022 Convocation.
- District hired an additional Speech Language Pathologist and Educational Diagnostician to meet the growing student population of students receiving special education services.
- District also moved part-time employees to full-time positions (Diagnosticians) in an effort to meet the ARD-required services of students receiving special education as our student population grows.
- The district continues to update and maintain written processes via a Google Site to ensure consistency in districtwide systems and communication for all

Special Programs.
- The district implemented a district-wide accommodation tracker for general education teachers to document provided student accommodations which allow for consistency district-wide.
- District hired two Special Education Clerks to support campus Educational Diagnosticians and Special Education Instructional Facilitators in the clerical work of student IEPs and ARD meetings.
- The district provides ongoing communication through bi-weekly Special Education newsletters to all staff that serves students in Special Education and a monthly newsletter for all campus 504 coordinators.
- The district has established focus groups to research and trial curriculum resources for students served in Special Education.
- District established monthly meetings with the support staff for Special Programs to align communication and refine department processes and procedures.
- District established a referral and evaluation panel to streamline and provide consistency with identification and evaluation of students suspected of having a disability.
- District purchased ESL classroom materials for the new Early Childhood Academy. Personnel has been adjusted to align to the number of emergent bilingual students on each campus.
- ESL team started an ESL Canvas course series of trainings for classroom teachers which included content and language supports, authentic writing, and ESL instructional strategies.
- Monthly ESL collaborative team meetings were held during the 2021-2022 school year and will continue to meet to strengthen systems across all campuses. District provided expanded interpretation services for students, parents and families to support student services and academic achievement.
- The number of Career and Technical Education course offerings and pathways has continued to increase in response to student interest. CTE continues to refresh and revise their programs to meet the needs of students and our community.

Needs:

- Monitor student essential academic social behaviors to determine if campus expectations are consistently implemented
- Monitor and strengthen classroom learning environments that are aligned to learner needs
- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to strengthen instructional design and standards-driven instruction.
- Continue to revise curriculum documents and continue to build the capacity of district curriculum writing teams.
- Continue to strengthen the backward design process to ensure that classroom instruction is aligned to the rigor of district assessments. Continue to build leadership capacity in the Professional Learning Community (PLC) process.
- Continue to refine our district Response to Intervention (RtI)process.
- Continue to add Instructional Specialists at the secondary level that are content specific to maximize the impact at each campus.
- Continue to add Intervention Specialists as needed district-wide
- Continue to add Early Literacy Specialists as necessary at each Elementary campus.
- Continue to provide support resources for Early Literacy including phonological awareness and phonics resources.
- Consider adding Early Literacy Tier 2/Tier 3 support resources that include phonics and connected texts for grades 3-5.

- Continue to add SPED teachers as the number of students receiving special education services continues to grow and to support a highly effective co-teach model.
- Add full-time related service providers (Physical Therapist, Occupational Therapists) to meet the ARD required services of students receiving special education as our student population grows.
- Continue to add LSSPs to the district to meet the growing needs of students within the district.
- Continue to add Dyslexia teachers as our students receiving dyslexia services continue to grow.
- Continue to refine our department processes and create professional development profiles for each professional.
- Continue to work to build a curriculum resource library for special education teachers to support student IEPs.
- Continue to strengthen and grow the Special Programs department through program evaluation and management that includes long-term goal setting and monitoring by the Special Programs Leadership Team.
- Continue to build an audit process for all areas within Special Programs to ensure that all paperwork is legally defensible, student centered, and follows best practices.
- Continue to strengthen the ESL program through program evaluation, goal setting and monitoring student progress in both academics and English language proficiency particularly in the areas of speaking and reading.
- Continue to build upon ESL Canvas course training series.
- Continue to refine our GT program in order to meet the unique needs of our student population.
- Continue to add campus GT specialists, ensuring one specialist at each elementary campus to better serve the needs of identified students and support collaborative teams by facilitating extensions for all students.
- and differentiation.
- Improve access and equity to Advanced Academic course offerings
- Build capacity in campus staff members in the advisement related to Advanced Academics
- Continue to expand Advanced Academic course offerings as well as other programs that enrich/support Advanced Academics
- Effectively communicate Advanced Academic offering to students and parents
- Continue to increase rigor, learner engagement and relevance in all classrooms. Continue to increase meaningful technology integration.
- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.
- Begin the process of our CTE teachers collaborating with academic teachers.
- Continue to add CTE programs of study (pathways) to meet the needs of our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community involvement is a vital factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Aledo Children's AdvoCats, Bearcat Backers, East Parker County Chamber of Commerce, Parent Volunteers, Grandparents' Day, Watch D.O.G.S., Comfort Dogs, Kindergarten Roundup, Curriculum Nights/Open House, Aledo Parent Teacher Organization (PTO), Veterans Day Programs, AISD Career Fairs, Aledo Reads Day, Thanksgiving Trot, Aledo Education Foundation, field trips, individual Aledo athletic booster clubs, Aledo Band Boosters, Parenting University, Young Men's Service League, Coffee with the Principals, Silvercats, Lions Club, Bearcat Nation 101, and much more.

A variety of opportunities exists for parent/community involvement in decision making through the Districtwide Effectiveness Improvement Committee (DWEIC), Campus Improvement Committees (SBDM), Student Health Advisory Committee (SHAC) and other various parent/community-led committees (like the Bearcat Growth Committee or Attendance Zone Committee related to Aledo Bond 2019 and Aledo Growth Committee 2022-2023).

The Aledo Education Foundation has awarded more than $2.1 million in grants to district teachers representing all campuses and to the AISD for non-curricular programs. These grants range from incubators and a rock climbing wall to robotics and STEAM materials. The district benefits from a close working relationship with community organizations such as the Aledo Children's AdvoCats. Service projects, such as clothing drives, are conducted throughout the year at campuses to support the AdvoCats as they actively serve the needs of families in our community. Local churches have implemented the Snack Pack Program for students in kindergarten through 6th grade and provided mentorship opportunities. The Aledo PTO provides opportunities year-round for AISD families to support district staff and organizes an annual food drive through each Aledo ISD campus for the community, as well.

Aledo ISD uses multiple formats to communicate district and campus information to parents: campus curriculum and open house nights, campuswide and districtwide communications via mail, text messages and email, postings on campus marquees, district website, campus newsletters, Bearcat Blast weekly E-Newsletter, Ascender Parent Portal (grades and attendance), Remind, Aledo ISD App, district and campus level social media accounts, and our local newspaper, The Community News. The district also used the survey company Panorama for parent, student and employee surveys at various times throughout the school year.

The following is a partial listing of the many community/service organizations that use district facilities: AAI Baseball & Softball, Girl Scouts and Cub Scouts, Aledo Lions Club Basketball, Lions Club Charity Dinner, Aledo Youth Football and Cheer Association, Bearcat Beginnings, Campfire USA, Ride for Heroes, Aledo Advocats/Run-Walk-Crawl and multiple family events throughout the year. There are also numerous student service organizations such as Student Council at the elementary and secondary levels, Junior National Honor Society in middle schools, and National Honor Society in the ninth-grade campus and high school.

Parent and Community Engagement Strengths

- **Strengths**
    - Leadership and parent participation in specialized committees
    - Parents actively involved in their child's education
    - Community business partners actively support the mission of the district
    - Extra-curricular programs in which parents and employees work together to enhance student involvement

-

    Needs:

    - Improve parental involvement for our Hispanic and Economically Disadvantaged student groups
    - Continue to solicit parent input and feedback on committees and surveys
    - Continue outreach activities for the senior citizens in our community
    - Bearcat Alumni Association- explore a partnership with the association to create awareness and publicize in order to build the organization
    - Opportunities for communication in Spanish (ie - Remind)

District Context and Organization

District Context and Organization Summary

- The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool.
- Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus levels. For the 2022-2023 school year, 242 new staff members (including 116 new teachers) were added to the Aledo ISD family.
- The District received the highest financial integrity rating for the 19th year.
- The District Wide Effectiveness Improvement Committee (DWEIC) and the Campus Improvement Committee (CIC) meet during the year to review for planning and decision-making; these committees are staff, parents, business, and community members.
- District and campus information is disseminated through multiple sources such as the AISD website, Blackboard, Parent Link, the Aledo ISD smartphone application, the Bearcat Blast, and social media. The online Parent Portal system is available for parents to view grades, assignments and attendance. Teachers use the messaging application Remind to communicate directly with students and parents at home.
- Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2022-2023 school year, 22 students participated in the program. This was a significant increase from the 2021-2022 school year.
- The district maintains a Bearcat Backer program. with approximately 28 members, (increase of 9 members from last year) establishing relationships between local businesses, the school district, and the campuses. The program enhances communication and cooperation with a common goal for student success. Area business leaders and universities participate in a College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in a Career Fair and College Fair at Aledo High School.

District Context and Organization Strengths

Strengths

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- Aledo ISD New Year Teacher Mentor Program
- Aledo Learning Center serves students who are at-risk of dropping out, 29 students graduated from ALC in 2022-2023

Needs:

- Continue to increase opportunities for connections between students, staff, and community members

- Create a plan to proactively respond to fast growth in AISD.
- Initiate steps to proactively recruit and retain highly qualified and effective teachers
- Allow for optimal class sizes and programming to support student success

Technology

Technology Summary

The Technology Department collaborates with stakeholders District-wide to provide sound operational and instructional systems in order to support the academic development of all children. Our continuous goal is to increase and upgrade the district's technology infrastructure, equipment and instruction to increase student achievement for each campus and department.

Technology Strengths

Strengths:
- Our district currently has two learning management systems available for teachers and students – Canvas and Seesaw.
- Students and staff have the ability to use Class Link-Launchpad (single sign-on) which streamlines access to multiple programs used across the district. In order to be easily accessible for younger students or students with specific needs, sign-on can be obtained through this system via traditional means or via a QR code.
- Increased use of device management systems to support seamless software use.
- All professional staff members are required to complete a 3-hour technology training designed to create meaningful opportunities for integration in the classroom.
- Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- All District technology follows a systematic refresh cycle in order to ensure reliable performance.
- The Curriculum and Instruction department offers instructional technology support and professional learning that aligns with the District's instructional focus.
- Wireless access points districtwide provide excellent coverage for portable devices.
- Our district has a robust internet connection of 10 Gbps that provides ample connectivity to support every instructional need.
- All campus networks are scheduled to be refreshed using Elementary and Secondary School Emergency Relief or bond funds.
- 70-inch interactive Promethean boards are in every classroom.
- Every student receives digital citizenship instruction based on resources from Common Sense Education. AISD is a Common Sense District.
- Instructional Technology offers ongoing training in efficient and effective uses for technology throughout the school year in a variety of methods at the campus and district level. For example, Just in Time sessions, Lunch and Learns, and before and after school training opportunities are offered during the school year.
- Library/Media Specialists are established as a student device campus point of contact.
- We have a strong supportive technology department at the district level that offers efficient resolutions to technology issues as they arise.
- Google Apps for Education will continue to be used by staff and students.
- The District continues to use the Cisco Webex platform districtwide to support collaborative needs across the District.
- Cyber security training is conducted using Vector to educate and inform staff on potential cyber and security-related risks.
- Maintained 1:1 Chromebook plan for students K-5. Students 6-12 have the option of checking out a District Chromebook or bringing their own device

(BYOD).
- Provided equitable access to specialty apps such as Adobe Creative Cloud, AutoCad, etc. to all learners.
- Managed printing solution allows the District to monitor printing fleet to help control costs.
- Implemented GoGuardian District-wide to support academic integrity and classroom management.
- Increased Instructional Technology staff to support at the campus level.
- Standardized public address systems across the district.
- Implemented Olympus platform that brings together disparate technology security systems and creates automatic workflows to accelerate response times and communications to resolve security situations as quickly and safely as possible.

Needs:

- More Technology Department staff is needed to support 1:1 implementation.
- Continue to strengthen new teacher training for available technology/programs.
- Continue to strengthen our staff's cyber security awareness.
- Support staff in implementing a more paperless classroom environment with learning management systems.
- Continue to refine district printing strategies and to reduce printing needs.
- Continue integration and refinement of the Districts security and communication systems used during emergencies.

Priority Problem Statements

Problem Statement 1: After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Root Cause 1: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Problem Statement 1 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/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2024.

    Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily Instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson Daily including we will, I will, so that I can...with fidelity by June 2024.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Admin District Admin				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Critical Writing in Daily instruction (Weekly in Math).	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of Teachers will implement critical writing into daily/weekly instruction by June 2024.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Admin District Admin				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Frequent Small Group Purposeful Talk (FSGPT) to gain actionable data to drive instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers consistently utilize FSGPT which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2024.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration District Administration				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement the active participation indicator of the learner engagement rubric with fidelity in 100% of classrooms, by June 2024.

    Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details				Reviews			
Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of classrooms will ensure active student participation by June 2024. **Staff Responsible for Monitoring:** Campus Administration District Administration							
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2024, 91% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will:	**Formative**			**Summative**
Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. **Strategy's Expected Result/Impact:** 91% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2024. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialist Campus Administration District Administration	**Dec**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2024, 92% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 92% of collaborative teams districtwide will rate at the Developing level on Indicator #1 by June 2024. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2024, 87% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Collaborative Teams:	**Formative**			**Summative**

Indicator #1:
*Have established an annual SMART goal and assess progress toward reaching the goal.
*Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.
 	
    Strategy's Expected Result/Impact: 87% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2024.
 	
    Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
District Administration
	Dec	**Feb**	**Apr**	**June**

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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: During the 2023-2024 school year Child Nutrition will continue to build on staff survey scores from 22/23 specifically to address areas of concern regarding staff morale and satisfaction.

Evaluation Data Sources: Baseline data indicates average score of 4.58 Staff survey scores at the end of the year will demonstrate improvement over the course of the 2023-2024 school year.

Strategy 1 Details	Reviews			
Strategy 1: A. Child Nutrition managers will be rounded with before November of 2023; a feedback report from this rounding meeting will be shared with managers by December 2023 with action steps. Managers will then round with individual staff by April 2024 with feedback gathered from those meetings being shared in a rounding report including action steps. Once all rounding has been completed, staff surveys will be conducted at the end of the year and compared with the baseline data from EOY 2023.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: One on one rounding feedback will indicate areas of improvement and adjustments made accordingly. Feedback Red light/Green Light report will be sent to all staff. Increased opportunities to connect and communicate with staff on various topics will increase satisfaction survey results. **Staff Responsible for Monitoring:** Child Nutrition Director; CN Managers				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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 Technology Department will develop and implement data privacy, security policies, and best practices.

   **Evaluation Data Sources:** Perform cybersecurity audit/assessment -
    -Network assessment ; Applications Audit; Analyze security patching needs for vulnerabilities; Network penetration test; Phishing Campaign Stats; Data Privacy Agreements; Multifactor Rollout to all staff

Strategy 1 Details		Reviews			
Strategy 1: The AISD technology goal is to raise the self assessment score on the NIST framework from the 2022-2023 school year by reviewing scoring rubrics for each component of the framework and then developing strategies to target specific systems and assess that target each quarter.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Ongoing assessment of the district's vulnerability to cyber attacks will increase safety of all hardware, programs, and district data. **Staff Responsible for Monitoring:** Director of Technology Technology Department					

Strategy 2 Details		Reviews			
Strategy 2: The AISD technology goal is to lower the amount of AISD staff engagement on phishing emails, as designated by the 2022-2023 baseline data, throughout the year by educating and training staff on spam, malware, and phishing campaigns. Training and internal phishing campaigns will be established every quarter.		**Formative**			**Summative**
		Dec	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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: The Transportation Department will implement a safety driver evaluation tool (Bus Enroute Evaluation) protocol to assess bus drivers and department needs in order to increase safety.

Evaluation Data Sources: Establish baseline data of current scoring rubric in multiple areas of bus driver safety. Implement on going evaluation throughout the year of safety incidents/concerns that impact score.

Strategy 1 Details	Reviews			
Strategy 1: 1. Assign in route trainer/observers to gather baseline data on all drivers by December 2023.	**Formative**			**Summative**
2. Maintain department monthly safety meetings incorporating training protocols and findings from safety assessment/tool focusing on preventables versus non-preventables, risk management assessment; and workers compensation claims,	**Dec**	**Feb**	**Apr**	**June**
3. Highlight growth and opportunities for improvement with the team setting targeted goals while planning for next steps of implementation by using things such as: enroute discipline training; bullying, safety score, Operation Lifesaver, etc. 4. Celebrate monthly staff proficiency in safety standards with numbers of days at expected safety rating and highlighting employee of the month w by submitted to the Communications Department for spotlight. 5. Evaluate daily preventable accident free status and highlight 30 days of no accidents with staff breakfast/etc. 6. Review safety audit assessment monthly.				
Strategy's Expected Result/Impact: The Transportation Department will maintain an exceptional rate of safety in all areas with decrease in safety incidents. **Staff Responsible for Monitoring:** Director of Transportation; Assistant Director; Safety Specialists				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 Communications department will implement "All in Aledo" communications plan and to increase community engagement and partnership programs.

Evaluation Data Sources: 2023-2024
Monthly videos on ways people are All In; targeted social media posts
Rebranding HR hiring marketing campaign to All In
Increased comms and participation with outside groups - Silvercats, Realtors, Ministry, Mentors
Increased opportunities for engagement with district - events with those groups above plus Sippin with Susan or other ideas for engagement
Bearcat Necessities newsletter targeted stories or features on All In and wellness

Strategy 1 Details			Reviews		
Strategy 1: Develop baseline assessment/audit of current programs in Aledo ISD specific to community outreach and accessibility.			**Formative**		**Summative**
Create communications timelines of outreach and support opportunities once baseline is assessed.		Dec	Feb	Apr	June
Develop plan of implementation.					
Strategy's Expected Result/Impact: Community engagement and accessibility to programs/resources/opportunities to be connected to AISD campuses/activities.					
Staff Responsible for Monitoring: Director of Communications Assistant Supt. of Student and Community Programs					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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 5: Aledo ISD Athletic Department will work to create a culture of connectedness within AISD athletics.

    Evaluation Data Sources: Rounding feedback and campus/coaches survey.

Strategy 1 Details	Reviews			
Strategy 1: Host at least 2 scheduled meeting with all coaches throughout the year; scheduled head coaches meetings every 4-6 weeks.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Intentional meetings with coaches will build relationships and create an outlet for conversations and accessibility to the AD. Additionally , these relationships will connect programs across the district to each other and facilitate connection and collaboration. **Staff Responsible for Monitoring:** AD/Coaches/Coordinators				

Strategy 2 Details	Reviews			
Strategy 2: Establish a chain of command protocol to support coaches/students/parents .	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of AD parent meetings will decrease due to parents/students being encouraged to meet with coach which will result in more positive interactions/connections with students/parents/coach.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: AD/Coach/Coordinators				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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 6: The AISD Business Office will establish protocols and guidelines to support district and campus staff in the business office purchase order system, Payroll and PEIMS Data entry/coding of students.

    Evaluation Data Sources: establishing protocols and guidelines to support district and campus staff in the purchase order system; peims and coding of students

Strategy 1 Details			Reviews			
Strategy 1: AISD Business office will develop guidelines / steps / procedures for staff to utilize in understanding			**Formative**			**Summative**
-Written steps to completing purchase order requests, receipts of goods and expenditures by November 2023. -Bi-weekly payroll information by March 2024			**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: C. Annual training will give secretaries and principals/department leaders in coding for programs and PEIMS as well as business office systems. **Staff Responsible for Monitoring:** Chief Financial Officer Business Manager Accountant/Purchasing Coordinator Business Office Secretary						

Strategy 2 Details			Reviews			
Strategy 2: The AISD Business office will establish guidelines for ensuring the accuracy of coding of students in special			**Formative**			**Summative**
programs. -Train campus principals in coding errors and campus reports. -Monitor campus reporting at snapshot with errors generated as a baseline. -Reassess campus error report for Summer Submission.			**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Training of all staff involved in the coding process will create systems of accountability that provide for submissions to TEA regarding current student and staff coding that support the financial wellness and audits of the district						

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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 7: The Human Resources Department will increase staff retention by developing increased opportunities for feedback from all staff.

    Evaluation Data Sources: 90 day rounding with new staff; staff stay interviews, exit interview

Strategy 1 Details				Reviews			
Strategy 1: Establish a schedule to support a 90 day feedback survey with new staff with feedback loop.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase retention of new staff. **Staff Responsible for Monitoring:** Executive Director of Human Resources Campus Administration Deputy Superintendent				**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details				Reviews			
Strategy 2: Implementation of plan to ensure completion of exit interviews with all staff with feedback loop. Review exit interviews for themes/concerns/highlights of AISD experience. Use information to support growth and next steps for HR.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase retention of all staff. **Staff Responsible for Monitoring:** Executive Director of Human Resources Campus Administration Deputy Superintendent				**Dec**	**Feb**	**Apr**	**June**
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

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 8: The Maintenance department will increase employee satisfaction through the establishment of facilities usage guidelines and expectations to support the daily work of the department and ASID district wide events.

Evaluation Data Sources: staff survey; establishment of facilities usage expectations and guidelines; adherence to expected timelines of delivery of services

Strategy 1 Details	Reviews			
Strategy 1: Development and communication of facilities usage guidelines and expectations	**Formative**			**Summative**
Strategy's Expected Result/Impact: The development of a district facilities usage guidelines and expectations will support the planning of district wide events as well as the daily scheduling of maintenance staff for set up and delivery of services.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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 9: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness and safety of all students and staff.

Evaluation Data Sources: student and staff attendance; Thrive Thursday challenges; staff and student participation surveys/feedback;
Establish Comparative data over the last 3 years; Exam exemptions; med pod visits; weekly attendance reports per campus; target and identify specific days based on last years data; determine the barriers;

Strategy 1 Details	Reviews			
Strategy 1: The district will establish monthly support meetings that address data trends and response options based on attendance concerns/success at the campus level. Campuses will develop a plan to be established no later than September 2023 to promote student attendance through awareness and engagement activities that will increase average daily student attendance that includes monthly activities and/or monitoring of strategies.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student attendance will positively impact student growth and sense of belonging. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Deputy Superintendent Executive Director of Student Services Director of Communications Campus Administration District Administration				

Strategy 2 Details	Reviews			
Strategy 2: Through review of the Panorama survey results, as well as other data points, the district will promote a monthly student and staff wellness plan and activities that encourage connecting and belonging across the district. Counselors will meet monthly to plan for events/activities. P2 lessons/activities will be highlighted as spotlights at counselor meetings. Monthly showcase of "My Counselor" podcasts/videos/information videos will be created for students/families to create awareness of counselor roles and promote engagement opportunities.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased focus on self wellness for staff and students will positively impact the learning environment and promote safety in AISD. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 10: Aledo ISD Police Department will lead increased safety and security measures in schools which will promote an environment where students, parents, and staff feel safe and heard.

Evaluation Data Sources: Safety and Security meetings planning, feedback and implementation; campus walks/observations;

Strategy 1 Details			Reviews			
Strategy 1: AISD PD will lead weekly safety planning team meetings, monthly drill planning, and quarterly District Safety Committee.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: AISD PD leading campus and district safety initiatives will increase connectivity between campus officers as well as ensure protocols are being followed and implemented accordingly. **Staff Responsible for Monitoring:** Chief of Police Deputy Superintendent						

Strategy 2 Details			Reviews			
Strategy 2: AISD PD will initiate action and lead after action reviews/debrief of all events/incidents that may occur on campus or in the district.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Chief of Police Deputy Superintendent						

Strategy 3 Details			Reviews			
Strategy 3: AISD PD will initiate ongoing communication with all district and community stakeholders through monthly BLT updates and Bearcat Blast regarding current practices, upcoming events, and police department spotlight.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Chief of Police Deputy Superintendent						

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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 11: Over the 2022-2023 and 2023-2024 school years the percentage of graduates that meet the criteria for College Career Military Readiness will be tracked as this is a 2-year indicator with accountability lagging by 1 year and will increase from 73% in 2022 to 90% for the 2024 accountability.

Evaluation Data Sources: OnRamps enrollment and pass rates; AP enrollment and exam pass rates; dual credit completion; TSI pass rates; data rate completion of TSI substitute courses; military enlistments; pass rate industry-based certifications; level I and level II certification completions, increase percentage of completer status in CTE pathways.

Strategy 1 Details	Reviews			
Strategy 1: A. Increase OnRamps course offerings and enrollment by 30%.	**Formative**			**Summative**
B. Maintain AP enrollment and the percentage of students who sit for exams.	**Dec**	**Feb**	**Apr**	**June**
C. Create a strategic TSI testing plan for AHS students to include student identification, preparation, testing and re-testing.				
D. Implement a TSI test substitute course.				
E. Increase opportunities for industry-based certifications through existing pathways by 20%.				
F. Create new pathways that will include opportunities for industry-based certifications from 11 to 14 pathways.				
G. Remove barriers to incentivize students to prepare and sit for level I and level II certifications.				
H. Work with a CTE advisory board and CTE student advisory board to provide input to the district on how to best communicate the advantages of the completion of and encouragement to participate in CTE pathways.				
I. Obtain software to assist in real-time data tracking of CCMR status.				
Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for College Career Military Readiness to 73% in 2022 and to 85% for the 2024 accountability.				
Staff Responsible for Monitoring: Advanced Academic Coordinator Director of CTE Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Student and Community Programs Director of Assessment and Accountability Executive Director of Student Services High School Administration High School Counseling Staff AP, Dual-Credit, OnRamps, and CTE Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

District Improvement Committee

Committee Role	Name	Position
Administrator	Ingia Saxton	Assistant Superintendent Student & Community Programs
Classroom Teacher	Randall Bruton	AHS / DNG Teacher
Administrator	Susan Bohn	Superintendent
Classroom Teacher	Emily Robison	AHS / DNG Teacher
Classroom Teacher	Jamie Rinehart	AHS / DNG Teacher
Classroom Teacher	Gayla Fernandez	ALC Teacher
Classroom Teacher	Elisha Woodson	AHS / DNG Teacher
Classroom Teacher	Brandy Roye	AHS / DNG Teacher
Classroom Teacher	Robin Newkirk	AMS Teacher
Classroom Teacher	Renee Pokrifcsak	AMS Teacher
Classroom Teacher	Joni Myres	MMS Teacher
Classroom Teacher	Amanda Douglas	MMS Teacher
Classroom Teacher	Katie Gemmel	Vandagriff Teacher
Classroom Teacher	Mindy Keating	Vandagriff Teacher
Classroom Teacher	Carly Kinchen	Coder Teacher
Classroom Teacher	Laura West	Coder Teacher
Classroom Teacher	Stephanie Story	Stuard Teacher
Classroom Teacher	Kimberly Martin	Stuard Teacher
Classroom Teacher	Liz Garcia	McCall Teacher
Classroom Teacher	Tina Shoptaw	McCall Teacher
Classroom Teacher	Audrey Mann	Walsh Teacher
Classroom Teacher	Grace St. John-Staver	Walsh Teacher
Classroom Teacher	Kayla Cope	Annetta Teacher
Classroom Teacher	Kelly Price	Annetta Teacher
Non-classroom Professional	Mandy Musselwhite	AMS Principal
Non-classroom Professional	Jake Bean	Principal - Vandagriff Elementary
District-level Professional	Kim Raymond	Deputy Superintendent

Committee Role	Name	Position
Parent	Heather Cohea	Parent
Parent	Kelly Stevens	Parent
Business Representative	Carma Chisam	Business Representative
Business Representative	Christina Donnelly	Business Representative
Community Representative	DeeAnne Younkin	Community Representative
Community Representative	Valerie Kerr	Community Representative
District-level Professional	Amber Crissey	Assistant Superintendent Curriculum & Instruction

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director Student Services		Ingia Saxton	9/26/2023
Child Abuse and Neglect	Executive Director Student Serives		Ingia Saxton	9/26/2023
Coordinated Health Program	Executive Director Student Services		Ingia Saxton	9/26/2023
Decision-Making and Planning Policy Evaluation	Student and Community Programs		Ingia Saxton	9/26/2023
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/26/2023
Dropout Prevention	Executive Director of Student Services		Ingia Saxton	9/26/2023
Dyslexia Treatment Program	Director of Special Programs; Executive Director Student Services		Ingia Saxton	9/26/2023
Title I, Part C Migrant	Executive Director Student Services		Ingia Saxton	9/26/2023
Pregnancy Related Services	Executive Director Student Services		Ingia Saxton	9/26/2023
Post-Secondary Preparedness	Director CTE and AA		Ingia Saxton	9/26/2023
Recruiting Teachers and Paraprofessionals	Director Human Resources		Ingia Saxton	9/26/2023
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/26/2023
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/26/2023
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/26/2023
Technology Integration	Director of Technology		Ingia Saxton	9/26/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent		Ingia Saxton	9/26/2023

Policy Documents & 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 *Local Education Agency	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	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** • 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** • 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** • 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** • 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)** • 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)
• Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data			
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable		Executive Director of Student Services and Safety	Individualized student plans

9. **Post-Secondary Preparedness/Higher Ed Information/Career Education**
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
    o Higher education admissions and financial aid, including sources of information
    o TEXAS grant program
    o Teach for Texas grant programs
    o The need to make informed curriculum choices for beyond high school
    o 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

10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals**	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers		Curriculum and Instruction Executive Director of HR	
11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children • Sexual abuse • Sex trafficking	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent Executive Director of Student Services and Safety	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

12. Student Welfare: Crisis Intervention Programs & Training
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
    o Early mental health intervention
    o Mental health promotion and positive youth development
    o Substance abuse prevention
    o Substance abuse intervention
    o Suicide prevention and suicide prevention parent/ guardian notification procedures
    o Trauma-informed care
    o Trauma-informed training for all staff
• Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		Executive Director of Student Services and Safety
		
		Counselors
			The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
  o Suicide prevention including parent/guardian notification procedure
  o Conflict resolution programs
  o Violence prevention and intervention programs
  o Unwanted physical or verbal aggression
  o Sexual harassment
  o Harassment and dating violence
	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
		Deputy Superintendent
		
		Executive Director of Student Services and Safety
		
		Campus Administrators
		
		Counselors
			Board Policies: FFB, FOC, FOCA, DMA and FFE

14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Assistant Superintendent of Curriculum & Instruction Director of Special Programs	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
16. Mandate law enforcement duties of varies types of security personnel	SB1707 BQ(LEGAL) CKE(LOCAl)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
17. Gifted and Talented • Student Services • Annual evaluation reporting • Family/community involvement • Staff/Board training	TAC Chapter 89 Subchapter A EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LEGAL) EHBB (LOCAL)

Aledo ISD Professional Development Plan
2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
1. Suicide Prevention	• 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training	**Aledo ISD Vector Training**	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers who regularly interact with students.	• **Annually**
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution	• 21.451(d)(3)(B) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	Trust Based Relational Intervention Training **Aledo ISD Vector Training**	Teachers, school counselors, principals, and all other appropriate personnel.	• **Annually**
3. Preventing, identifying, responding to, and reporting incidents of bullying	• 21.451(d)(3)(C) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Aledo ISD Vector Training**	Teachers, school counselors, principals, and all other appropriate personnel.	• **Annually**

Aledo ISD Professional Development Plan
2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
4. Safety training program	• 33.202(b) for the frequency and population and (c) for the certification of participants and the content. • (a) requires the UIL to develop the program	Provided through UIL Portal Documentation maintained by Athletic Director and Assistant Superintendent	7-12 Coaches, trainers, cheerleader sponsors and band directors.	• **Annually**
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children	• 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a policy **to** be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004. • 38.004 states that the agency shall develop and update a child abuse training program.	**Aledo ISD Vector Training**	All employees	• **Annually**
6. Increasing awareness and implementation of trauma-informed care	• 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Aledo ISD Vector Training**	All staff in the school district.	• **Annually**

Aledo ISD Professional Development Plan
2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
7. **Administration of an epinephrine auto-injector**	• 38.210(b)(1) and (2) for program and format and (3) for frequency. • (a) states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel. 38.210(b) also states specific training criteria	Campus Nurses train identified staff.	School personnel who have contact with a student with a known food allergy.	• **Annually or as needed with new personnel/students added during year.**