Aledo Independent School District

District Improvement Plan

2024-2025

Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2023-2024 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, seven elementary campuses for Kindergarten through grade 5; two middle schools, grades 6-8; one 9th-grade campus, one high school, grades 10-12, which includes an alternative option; and a
Child Development Center

The district had two Title I elementary campuses for the 23-24 school year: Annetta and Coder. Our total student enrollment for the 2023-2024 school year was 8,161.

Average daily attendance: 95.41% 2023-2024

95.22% 2022-2023

93.87% 2021-2022

96.37% 2020-2021

97.63% 2019-2020

96.68% 2018-2019

The student population for the Fall of 2023 was ethnically represented as follows:

- African American – 1.68%
- Hispanic - 19.10%
- Caucasian - 73.12%
- Native American - 0.26%

- Asian - 1.05%
- Hawaiian/Pacific Islander - 0.02%
- Two or more ethnicities - 4.77%

The teacher population for the Fall of 2024 was ethically represented as follows:

- African American – 0%
- Hispanic - 4.86%
- Caucasian - 94.16%
- Native American - 1.17%
- Asian - .58%
- Hawaiian/Pacific Islander - .39%
- Two or more ethnicities - 6.75%

For the 2023-2024 school year, 15.33% of the student population was Economically Disadvantaged, 1.83% Limited English Proficient (LEP), 21.00% At-Risk, 12.33% Special Education, and 7.79% Gifted and Talented. The district served 36 immigrant students during the school year. We served 51 homeless students, which was no change from the previous year. The district also served 7 students in foster care. There were 12 students reported as dropouts.

During the 2023-2024 school year, the district had a total (full-time and part-time) of 1012 staff members to include teachers, professional support, campus administration, and central office administration.

Demographics Strengths

Attendance rate is on the rebound from COVID; district has devised a way to screen and support those students that need assistance due to living situations; low dropout rate - use of ALC supports the concern of students that are at risk of dropping out

needs:

closer alignment between student and teacher ethnicity as the staff population doesn't match the growing diversity of student population

Student Achievement

Student Achievement Summary
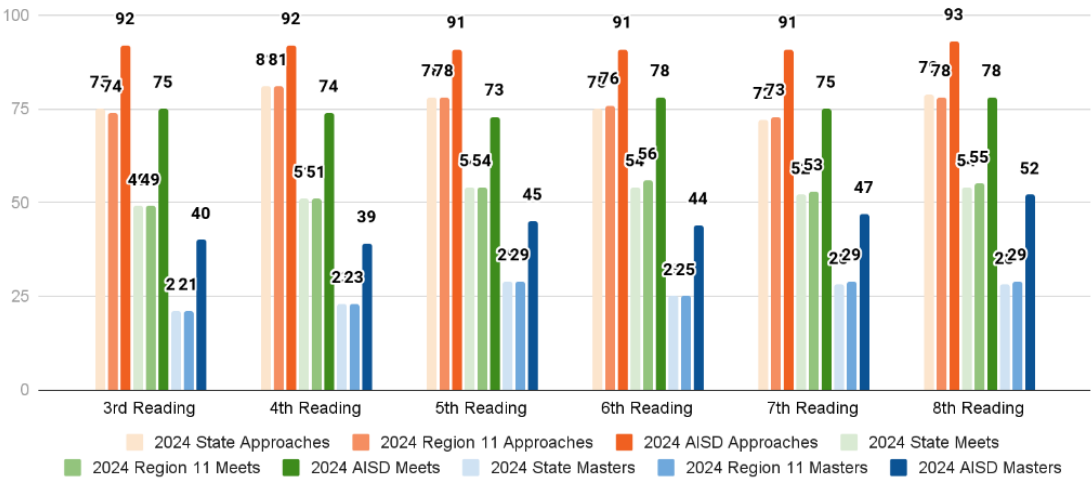
Student Achievement 2023-2024

For the 2023-2024 school year, Aledo ISD, Annetta Elementary, Coder Elementary, McCall Elementary, Stuard Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Middle School, 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 the AISD plan will be updated accordingly.

Common assessments were administered in the four core areas (math, reading, science, and social studies) every grading period. Students were provided intensive interventions such as tutorials (before, during and after school, and summer school) and differentiated instruction; transportation was provided for students attending tutorials and summer school.

Additional data sources include the following: Circle Progress Monitoring (PK), mCLASS Texas (K-2), IXL Math Diagnostic (K-2), MAP Growth (3-10), grade reports, teacher input, observations, RtI referrals, and on-going skill assessments.
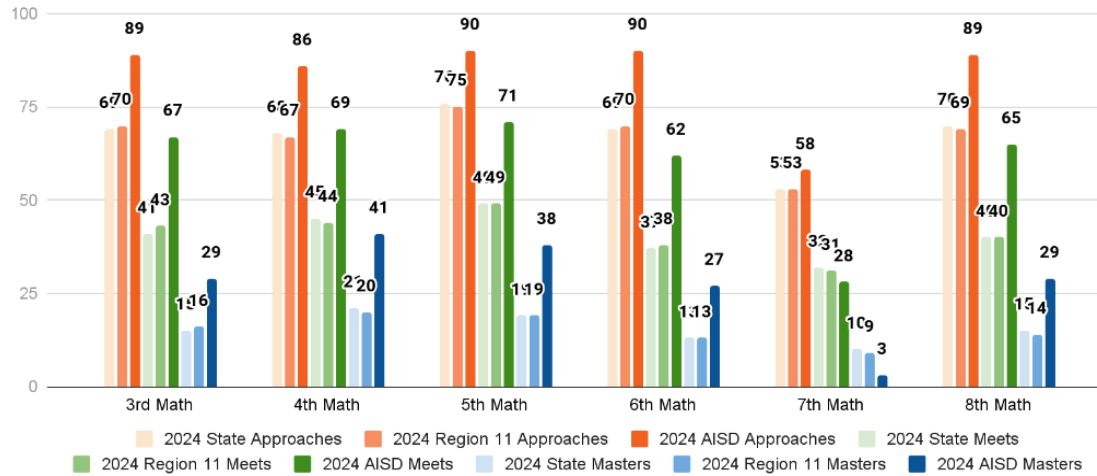

3-8 STAAR Reading 2024 State & Region 11 Comparison

3-8 STAAR Math 2024
State & Region 11 Comparison

Aledo Independent School District
Generated by Plan4Learning.com

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3-8 STAAR Math 2024
State & Region 11 Comparison

Chart data by grade (2024):

	3rd Math	4th Math	5th Math	6th Math	7th Math	8th Math
2024 State Approaches	67	66	75	67	52	70
2024 Region 11 Approaches	70	67	75	70	53	69
2024 AISD Approaches	89	86	90	90	58	89
2024 State Meets	41	45	49	38	31	40
2024 Region 11 Meets	43	44	49	38	31	40
2024 AISD Meets	67	69	71	62	28	65
2024 State Masters	15	20	19	13	10	15
2024 Region 11 Masters	16	20	19	13	9	14
2024 AISD Masters	29	41	38	27	3	29

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

Advanced Academics

Gifted and Talented

2023-2024

All students – 8161

GT students – 636

% GT – 7.79%

Class of 2024:

· 1 National Merit Finalist Scholars

· 7 National Merit Commended Scholars

· 72 College Board Recognition Program Scholars

· 136 Advanced Placement Scholars

· 64% of the exams given at AHS/DNG were a 3, 4 or 5.

· Average SAT score is 1071

· Average ACT score is 23.5

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

Education and Training

- 16 students competed at Area and 12 qualified for state
- 6 students earned Gold at state competition
- This pathway has grown 600% in 3 years

Health Science

· 42 students earned a CERTIFIED CLINICAL MEDICAL ASSISTANT

· 27 students earned the additional PHLEBOTOMY certification

· 16 students earned the additional EKG certification

· 86 students earned a BLS / CPR certification.

· Health Occupations Student Assoc. (HOSA) Competition-

· 32 students competed in Area competitions.

-9 students competed at state

Business

·62 students earned a MOS WORD certification

·66 students earned a MOS EXCEL

· Business Professionals of America (BPA)

Competition results- 19 students competed at regionals, 13 students competed at state and 1 students competed at nationals

AG Plant Science

· 17 students earned a LEVEL 1 FLORAL

AG Animal Science

· 9 students earned a Vet Assistant Certification

AG Mech

· 50 Students earned a WELDING D9.1

FFA

· Leadership Development Events (LDEs)- 12 district teams, 4 area teams, and 1 state team

· Career Development Events (CDEs)- 18 area teams and 7 state teams

· Speaking Development Events (SDEs)– 3 District speakers 1 area IV speaker

· Agriscience Fair- 4 teams and 1 individual competed at State level

· Livestock Participants- 72 students

· Ag Mechanics Projects– 7 projects

- Certifications– 84
- Degrees Awarded— 52

  - American – 1
  - Lonestar – 7
  - Chapter – 11
  - Greenhand- 30
- Community service projects– 6
- National Chapter Award– Gold Rated National Chapter Award
- Texas FFA Ambassadors– 1
- FFA Members -

  - Full membership 7th-12th grade – 677
  - Junior Membership 3rd- 6th grade - 38

Graphic Design

- 35 students earned an ADOBE PHOTOSHOP
- 27 students earned an ADOBE ILLUSTRATOR

Computer Science:
· 4 students (the class only had 4 enrolled) passed the Certified Entry-Level Python Programmer IBC
· UIL Computer Science team placed 2nd as a team at the district meet and Reichen Brewer advanced individually to the Regional Championship

Robotics
· Hosted Robotics season kickoff for DFW Metroplex
· 4 Robotics Teams: Team 20325, Team 6566, Team 13811, Team 9161
· Hosted the Semi-Area Tournament with 27 teams from all over the North Texas region participating. We had around 70 adult volunteers and hundreds of competitors and spectators.
· Team 6566 – Advanced to the UIL State Championship
Other notable activities this year: 6566 was featured on 2 local news stations for their "Spark Joy" toy project, 20325 interviewed State Representative Glenn Rogers and Dr. Bohn for their podcast

AISD District -

- Overall 236 students earned an Industry Based Certification (IBC)
- 32% of 2024 Seniors graduated with at least one IBC – State Average 28%

[Fine Arts](#)
Athletics
Girls Cross Country team - 2023 Runner-Up at the State Cross Country Meet.
Bearcat Football - 2023 5A-DI State Champions (16-0)
Track: Lauren St. Peters - 2024 5A State Champion - Shot Put
 Taylor Hindman - Bronze medal - 5A Girls Pole Vault
Braylon Brown - Bronze medal - 5A Boys Pole Vault
Softball - 2024 UIL State Softball Finalists (35-4)
Cross Country - Ladycats 2nd Place
Swimming - Porter Lane - 100 M Fly
ALEDO HS - 2nd PLACE IN UIL LONE STAR CUP
Cross Country
Both boys and girls teams were district champions

- Girls were Region 1 regional champions
- The Ladycat team finished 2nd at the UIL 5A State meet

Football

- 2023 Season - 16-0
- 119 District game winning streak
- 264 Participants in 2023-24

Volleyball

- 2023 Season - 34-9
- Advanced to the Regional Quarterfinal round
- 90 Participants in 2023-24

Cheer
- 5th out of around 100 teams at UIL State Spirit

Swimming
- Total participants: 26 swimmers:
- THSCA Academic All-State
- State meet: 4 individuals qualified and 1 relay
    - 3rd place individual 100 M Fly

Team Tennis

- Regional Tournament
- 45 Participants in 2023-24

Spring Tennis
- Regional Qualifiers
- 39 Participants in 2023-24

Golf
- Total participants: 30 (15 boys/ 15 girls)
- Both the girls and the boys programs were district champions and qualified for the regional tournament in Lubbock

Ladycat Basketball
- Total participants: 48
- 28-10 and advanced to the Area Round of the playoffs

Bearcat Basketball
- 20-13 record and being Area Finalist
- second playoff win in school history.

Wrestling
- Total participants: 77 wrestlers - 62 boys and 15 girls.
- 9 Regional Qualifiers
- MS wrestling in 2nd year has 90+ kids

Ladycat Powerlifting
- Total participants: 31
- 15 regional qualifiers - 3rd place finish
- Qualified 5 to State

Bearcat powerlifting
- Total Participants: 120
- Qualified 10 boys to Regionals, finished 2nd at Regionals

Ladycat Soccer
- 11-9-3 district 5-5A record (2nd)
- 48 girls in the program in 2023-24
- Area Round finalists in the UIL postseason

Bearcat Soccer
- 14-4-6 district 5-5A record
- 70 boys in the program in 2023-24

- Three teams: Varsity, JV A and JV B
- Area Round finalists in the UIL postseason

Track and field
- Lauren St. Peters - 2024 5A State Champion - Shot Put
- Taylor Hindman - Bronze medal - 5A Girls Pole Vault
- Braylon Brown - Bronze medal - 5A Boys Pole Vault

Softball
- Total participants:48
- record of 28-10
- advanced to the Area Round of the playoffs

Baseball

- 25-14-1 in 2024.

- The Bearcats were regional

Student Achievement Strengths

multiple paths and certifications to allow students to seek out college and work force

top scorers academically; impressive programing and activities for students

high approaches across the board and same for meets and masters

middle school has highest masters in reading

4th and 5th math masers - great

kids are killing it academically and other areas

fine arts great

high achieving district

increase by 129% for GT students

lots of opportunities for post secondary certifications

many competitive opportunities for kid in all areas to showcase their abilities

needs
closing the gap for sped and esl; focus on reading

District Culture and Climate

District Culture and Climate Summary

2023-2024 Culture and Climate

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 and campus websites, mobile app, 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 2023-2024 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 2023-2024:

- Evacuation (fire) Drill once per month (Aug.-May)
- Semester Drills: Evacuation (reverse); Lockdown Drill; Severe Weather & Shelter in Place

Campuses emphasize character development through:

- Positivity Project - P2

District Culture and Climate Strengths

Multiple avenues for communication

p2 is amazing

law enforcement makes their presence known and communications is great

bearcat blast

frequent communication

Needs:

what is taking panoramas place?

streamlined more efficient communication

consistent updated Information on websites

helping family access technology, internet, hot spots, ipads - especially for ESL

newsletter - add a what's new section

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

2023-2024 Staff Quality

Based on an estimated of the 2023-2024 PEIMS staff summary data of the Aledo ISD teaching staff, 69.29% hold only a Bachelor's Degree, 31.13% hold a Master's Degree, and 0.2% have attained a Doctorate.

Listed below are the percentages of the teaching staff by years of experience:

Beginning – 2.3%
1 to 5 years - 21.6%
6 to 10 years - 27.04%
11 to 20 years - 34.63%
Over 20 years - 14.4%

The average years of teaching experience for Aledo ISD teachers was 11.8 years. Aledo ISD teachers have worked within the district for an average of 5.5 years. The professional, paraprofessional and auxiliary staff turnover rate for Aledo ISD for 2023-2024 was 12% for professionals and 30% for paraprofessionals with 48 staff members retiring or resigning. The turnover rate for teachers in the 2023-2024 school year was 15.5% with 77 Teaching/Library staff members retiring or resigning. The turnover rate for our auxiliary staff to include maintenance, transportation, and child nutrition was 35.0%.

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 training 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.

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 2023-2024 school year there were 417 nominations submitted.

Staff Quality, Recruitment, and Retention Strengths

very experienced teachers to balance new teachers

plenty of PD opportunities

new teacher training

CDC

circle of greatness - enjoy that what is written about person is what is sent to them.

approx 1/3 of teachers have master's degree

average exp. is 11.8 years

more than 1/3 of teachers have 11 - 20 years of exp.

early childhood center promotes recruitment and retention

recognition awards

needs:
high rate of turnover - especially in para support; need and training for paras

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2023-2024 school year, the following areas were identified as our district focus areas for the 2024-2025 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. In addition, Title II funding is used to support the district instructional focus areas and is aligned with the challenging State academic standards.

Curriculum, Instruction, and Assessment Strengths

Strengths:

District hosted Empower 2024 Summer Professional Learning Academy to provide in-district and out-of-district educators with a variety of summer professional learning opportunities

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

District implemented additional advanced academic courses in dual enrollment and Advanced Placement as well as grew existing programs exponentially

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.

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.

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.

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 2023-2024 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 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

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.

Family and Community Engagement

Family and Community Engagement Summary

2023-2024 Parent and Community 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.

Parent involvement is essential to a student's academic and emotional success. The district aims to help parents understand how they can actively participate in their student's education. At the start of each school year, every campus hosts a Curriculum Night, offering parents an opportunity to understand the connection between curriculum, instruction, and assessment. During this event, parents receive training on the District Instructional Focus, learn about the Professional Learning Community process that ensures all students achieve proficiency on grade-level standards, and discover ways to stay actively involved in their child's academic progress. Parents are also guided on how to monitor their child's progress through technology resources and the importance of partnering with teachers and schools throughout the year. In addition, staff at Title I campuses receive training on the Title I requirements including the Parent and Family Engagement Policy. Throughout the year, parents receive progress reports and assessment updates, with continuous opportunities for collaboration with teachers.

The Aledo ISD Instructional Technology Hub was designed to enhance teaching and learning by leveraging technology to build future-ready students, all while maintaining a safe and secure learning environment. Parents and staff can access virtual training sessions that guide them on how to use the district's learning management systems, communicate through Remind, access instructional platforms via Launchpad, and understand the importance of partnering together to support a safe digital learning environment both at school and at home. These online resources are available in multiple languages to ensure accessibility for all families.

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 (i.e. Aledo Growth Committee, Attendance Zone Committee)..

Aledo Education Foundation (AEF) has raised approx. $4million to benefit Aledo ISD since 2013. During the '23-'24 school year AEF gave over $235,000 back to the teachers and students of AISD. AEF has funded more than 615 Innovative Teaching Grants since inception. Some of the 2023-2024 Initiatives consisted of Teacher grants, employee crisis fund, Employee Assistance Program, Bearcat Grit, Kick for College & Career , CTE Programs, Decodable Reading Kits for all k-2nd grade classrooms and more! 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.

Family and Community Engagement Strengths

high community involvement that seems to appreciate the traditions

opportunities for involvement

Advocats and strategic partners

snack packs

remind

smore/newsletters - communication is high

numerous volunteer opportunities for parents and community

serve on decision making committees

wide variety of outreach

Needs:
community service or service projects for elementary level; keeping up with the communication for parents with kids at multiple campuses

District Organization

District Organization Summary

The Aledo ISD receives state, local and federal funding including Title I, II, III, IV, 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.

The District received the highest financial integrity rating for the 20th 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.

Prior to the ESSA grant submission, Aledo ISD meets with local private schools to consult on equitable services. In addition, DWEIC meets to review current expenditures, to discuss the effectiveness of each ESSA program and to make decisions on how to spend future grant funds. The Title I, II, III and IV program plans, objectives and outcomes are reviewed periodically throughout the year to determine if adjustments need to be made based on current needs and ongoing feedback from stakeholders.

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.

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 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

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

<div align="center">

Technology Summary 2023-2024

</div>

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.

- 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 3-5. 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.

Technology Strengths

communication through technology is very streamlined

Go Guardian

Olympus/Raptor; cybersecurity training; K-5 1:1 chrome books; tech support is responsive

various training opportunities

strong wifi

classrooms have prometheans

needs; extra student chargers

increased staff at campus level

student cybersecurity training - safety training for online

more than 1 device for district adopted curriculum

staff training on new technology that is available

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 2025.

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 2025		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus & District Administration		95%			
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 2025.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus & District Administration		90%			
Strategy 3 Details		**Reviews**			
Strategy 3: Teachers will implement Frequent Small Group Purposeful Talk in daily instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will embed frequent small group purposeful talk into daily lessons.		**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus & District Administration		85%			
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 2025.

    Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will ensure active student participation by designing lesson that provide multiple strategies to maximize student engagment and student contribution is monitored to ensure full participation.	Formative			Summative
Strategy's Expected Result/Impact: 100% of classrooms will ensure active student participation by June 2025. **Staff Responsible for Monitoring:** Campus & District Administration	Dec	Feb	Apr	June
	95%			

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

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2025, 87% 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: 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
		40%	70%		

	0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue
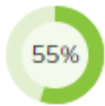
Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2025, 93% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will:	**Formative**			**Summative**
Indicator #1:	**Dec**	**Feb**	**Apr**	**June**
*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.	50%	85%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
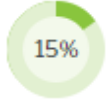
Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2025, 83% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

| 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**
	30%	55%		
	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: The Aledo ISD Technology Department will create a sustainable partnership model with CTE and HS to support student growth in technology through hardware service, troubleshooting, technology rollout and resource support for staff and students.

Strategy 1 Details	Reviews			
Strategy 1: Meet with CTE leads once a month in October 2024 and November 2024 to discuss focus area, roles and responsibilities, and determine expectations. Meet with AHS Administration by November 30, 2024 to determine needs assessment for students and staff. Establish a plan (by January 31, 2025) with CTE Leadership and AHS Administration to have a small (pilot) rollout in the 2nd semester of 2024-2025.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	
Strategy 2 Details	Reviews			
Strategy 2: Work with CTE Leadership and AHS Administration to create a survey for students by January 31, 2025 to understand the areas they are interested in learning.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	15%	✗	✗	

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: Aledo ISD PEIMS leadership will facilitate data integrity team implementation at campus and district level.

Strategy 1 Details	Reviews			
Strategy 1: Campus Data Integrity Teams will meet twice a month to review reports concerning attendance, grades, and discipline. District Data Integrity Teams will meet at least once a month to review campus data.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Complete PEIMS submission using the new Edfi data standard and establish baseline by end of 2024-2025 with amount of fatal errors.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	20%			

Strategy 3 Details	Reviews			
Strategy 3: PEIMS leadership will send a weekly newsletter to all campus based PEIMS staff, as well as all campus administration teams. Monthly meetings will be held that include all campus based PEIMS staff. Onboarding training will be provided to new PEIMS staff within two weeks of their start of employment with the district.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

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: Based on current baseline data, the Aledo ISD Maintenance/Facilities Department will continue to refine response time and closeout of workorders to decrease turnaround time.

Strategy 1 Details	Reviews			
Strategy 1: Analyze baseline data, looking carefully at ticket open/close time and find opportunities for improvement and set goal.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Make monitoring work order data a topic on the weekly operations meeting agenda.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Get customer review feedback on 20% of closed tickets.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	55%			

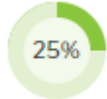| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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 Aledo ISD Child Nutrition Department will create a plan of implementation of the new point of sale (POS) system in cafeterias district-wide.

Strategy 1 Details	Reviews			
Strategy 1: Establishing baseline meal transaction times (length of time group of students can get through serving line) at start of school to compare with new point of sale system in Dec., Feb., May.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			
Strategy 2 Details	**Reviews**			
Strategy 2: Implementing and training staff, students on new POS system by 9/30/24. Strategy #3: Eliminate need for ID badge for Kinder and First Grade to improve meal transaction time by 02/28/25.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

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 Athletics will create a plan of implementation of the 2 Words character education program.

Strategy 1 Details	Reviews			
Strategy 1: Introduce the 2Words character education program to all high school head coaches, high school athletic trainers, and middle school coordinators at beginning-of-year coaches' meeting.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Pilot the 2Words character education program in certain sports at the high school and middle school levels as determined by coaches who are early adopters.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	55%			

Strategy 3 Details	Reviews			
Strategy 3: The Athletic Director will request a report of usage at the end of each grading period (four times a year) and she will share this information with all coaches and highlight the early adopters.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	55%			

Strategy 4 Details	Reviews			
Strategy 4: Form a 2Words leadership group of early adopter coaches by March 15, 2025 to gather data about the impact and logistics of implementation. This group will meet until it has adopted an implementation and expectations framework for 2Words for the 2025-2026 school year for all sports, both middle and high school. "	**Formative**			**Summative**
	Dec	Feb	Apr	June
	10%			

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 Aledo ISD Transportation Department will implement a system that will support increased communication between drivers/department and campus administrators to increase opportunities for feedback and behavioral support.

Strategy 1 Details	Reviews			
Strategy 1: Created QR code for drivers to use for submission of behavior report information to department leadership.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Department leadership reviews submitted report with driver within 24 hours or less on business days and determine best course of action.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: If department leadership determines it necessary, report information is shared with campus assistant principal within 24 hours or less on business days if further action is warranted by the campus.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Campus assistant principal will respond to Transportation with information about the school's response to determine if additional action is needed by Transportation.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	25%			

Strategy 5 Details		Reviews			
Strategy 5: By January 31, 2025, Transportation leadership will have led a meeting of campus assistant principals to discuss the system and any suggestions for improvement. Transportation leadership will work with campus administration to make any necessary improvements as discussed.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		35%			

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 Aledo ISD Communications Department will create a plan of implementation for rollover to the new website.

Strategy 1 Details			Reviews	
Strategy 1: Train all campus webmasters for new Finalsite website by October 1.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	100%	100%	100%	

Strategy 2 Details			Reviews	
Strategy 2: Train any additional staff members who will have access by the time they need access.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	50%			

Strategy 3 Details			Reviews	
Strategy 3: Complete bi-monthly site checks of each campus website to ensure all content is up to date. Checks done by communications director or communications coordinator.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	100%	100%	100%	

Strategy 4 Details			Reviews	
Strategy 4: Update Business Office page/site and Human Resources page/site for better userability by the end of first semester; identify and train a webmaster for Business and Human Resources pages by the end of January 2025.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	60%			

Strategy 5 Details	Reviews			
Strategy 5: Create and share with webmasters website "cheat sheet" for webmasters to reference in addition to their training for updating their sites by October 1; update as needed with additional lessons and/or when Finalsite updates Composer.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	100%	100%	100%	

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 Aledo ISD Human Resources Department will expand and refine the district's processes for hiring, training, and scheduling substitutes in the district.

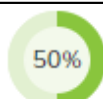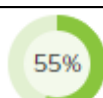| Strategy 1 Details	Reviews			
Strategy 1: Divide experienced educators and non-experienced educators in the hiring process by Sept 30, 2024.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Calendar invites will be scheduled to check fidelity to 3 day req to hire process.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Orientation/onboarding for substitutes will be held monthly throughout the year for non-experienced educators to ensure proper training and retention of substitute educators.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 4 Details	Reviews			
Strategy 4: Scheduling Subs: Unfilled needs will be monitored daily with with ongoing communication via text/phone/ email to available sub candidates starting 5 days out of an unfilled position.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	30%			

Strategy 5 Details	Reviews			
Strategy 5: By May 2025 develop an online training HB/ Resource site for current AISD subs to access for ongoing training needs - for classroom specific to classroom management and special education services.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	N/A			

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: The Aledo ISD CTE Department will develop strategies to increase visibility in the greater AISD community. We will increase business and industry relationships and partnerships by 20% in the 2024-25 school year. We will work to incorporate new business and industry to CTE events, identify business/industry that aligns with our pathways and initiate contact via multiple communication modalities.

Strategy 1 Details		Reviews			
Strategy 1: Establish Baseline for the year by end of September.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		100%	100%	100%	

Strategy 2 Details		Reviews			
Strategy 2: Involve community business/industry and higher ed in the CTE Advisory Committee meetings to be held each semester.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		50%			

Strategy 3 Details		Reviews			
Strategy 3: Create and share CTE Newsletter for distribution quarterly.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		50%			

Strategy 4 Details		Reviews			
Strategy 4: Establish routine of weekly connections with community and business/industry leads/partners.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		55%			

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 will establish a plan to increase student attendance throughout the year to 97%.
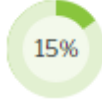
Strategy 1 Details	Reviews			
Strategy 1: Will report monthly attendance data by district and campus in the BLT Weekly Update.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	50%			

Strategy 2 Details	Reviews			
Strategy 2: In the 2nd week of the month in the Bearcat Blast, there will be an item that identifies an area in the district that can support attendance, a reminder of the importance of attending school, and information on how to report an absence should a student be absent.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	50%			

Strategy 3 Details	Reviews			
Strategy 3: On the Aledo ISD website there will be a page dedicated to attendance with the link to report an absence, important attendance policies, and strategies to foster excellent attendance.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	100%	100%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Provide a training to campus administrators by the Parker County Truancy Clerk to identify supportive measures for students who are chronically absent.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: All campuses will include an attendance performance objective that identifies an attendance goal that supports the district goal and a plan to increase attendance.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	100%	100%	100%	

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: The Aledo ISD Student Services Department will develop a plan to track clubs/organizations and student participation within Aledo ISD while working to ensure all clubs/organizations are highlighted on Aledo ISD website and in new family communications.

Strategy 1 Details	Reviews			
Strategy 1: End of October, 2024 - provide Principals /directors/coordinators with form that allows for input of all current clubs/organization with sponsor on campuses with due date Mid November.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: By the end of November provide back spreadsheet that will allow for input of all students involved in each activity to club/sponsor due by Semester break.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	100%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: Semester - Provide list of all clubs/org to Communications for addition to website for families/students.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	75%			

Strategy 4 Details	Reviews			
Strategy 4: January review all students listed - pull list from Ascender of all students and cross check students not involved in club/organization/activity.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 5 Details			**Reviews**	
Strategy 5: Beginning of February - review number of students not connected with an activity/club with leadership for review and discuss possible steps to support getting kids connected in Aledo.	**Formative**			**Summative**
	Dec	Feb	Apr	June
	50%			

Strategy 6 Details			**Reviews**	
Strategy 6: By end of May 2025, create a goal of implementation for Fall of 2025	**Formative**			**Summative**
	Dec	Feb	Apr	June
	15%			

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 12: The Aledo ISD Business Office will develop a process to support budget review and produce a handbook for Aledo ISD with specific guidelines and timelines of implementation.

Strategy 1 Details			Reviews			
Strategy 1: By December 19, 2024, CFO will meet with each budget manager and their supervisor to review 2024-2025 budget and discuss budget development and process for the 2025-2026 school year.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
			50%			
Strategy 2 Details			Reviews			
Strategy 2: The Aledo ISD Business Office will develop a Budget Planning Guide for the District no later than December 19, 2024 for use in the development of the 2025-2026 budget. The guide will be made available to all budget managers by January 31, 2025.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
			30%			
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 13: Aledo ISD Police Officers will maintain a high public profile on their campuses and be seen engaged in meaningful activities throughout the day.

Strategy 1 Details	Reviews			
Strategy 1: Survey principals and assistant principals monthly, starting in October regarding the officer's presence and interaction with students.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
	N/A			

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 14: Aledo ISD Fine Arts will Implement a branding and marketing goal to increase engagement in all fine arts departments.

Strategy 1 Details		Reviews			
Strategy 1: Create Monthly Newsletter: Share via BLT for Administrators to place in campus newsletters.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		100%	100%	100%	
Strategy 2 Details		**Reviews**			
Strategy 2: Create a Fine Arts Facebook Page and work to increase followers by spotlighting achievements and student success and showcase items shared in Fine Arts Fridays.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		100%	100%	100%	
Strategy 3 Details		**Reviews**			
Strategy 3: Establish Fine Arts Fridays: This is a weekly celebration on FB and Newsletter where each program shares a student achievement, lesson, or activity, accompanied by a photo and brief description.		**Formative**			**Summative**
		Dec	**Feb**	**Apr**	**June**
		100%	100%	100%	

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

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $25,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Tutoring for every campus.

Title I

1.1: Comprehensive Needs Assessment

The Aledo ISD District Wide Effectiveness Improvement Committee (DWEIC) met on September 11, 2024 to discuss and update the district comprehensive needs assessment based on current data and needs. Multiple forms of data are used to evaluate and prioritize district needs, including but not limited to, state and local assessment data and parent and staff surveys. The district needs assessment guides decisions on prioritizing strategies and allocating funding. Campus comprehensive needs assessments for the three Title I campuses, Annetta Elementary, Coder Elementary and McCall Elementary, are located in each of the Title I Campus Improvement Plans. Below are the district entitlements for the 2024-2025 school year.

Title I $165,398
Title I Homeless Reservation $1,655
Title II $123,267
Title III $22,122
Title IV $11,314

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Districtwide Effective and Improvement Committee (DWEIC) met on September 11, 2024 to discuss and update the district improvement plan and Title I Program Plan. Campus improvement committees meet throughout the year to discuss campus needs and to update the campus improvement plans. The committees include teachers, administrators, staff, parents, community members and business members.

Title I Program Plan

2.2: Regular monitoring and revision

DWEIC meetings are held throughout the year to monitor formative and summative goal data and to discuss ongoing needs of the district. Data is monitored throughout the year at the district level including but not limited to data from RLA and math district screeners, district common assessments, benchmarks and state assessments, collaborative team quarterly ratings, Daily Impact Walks on district instructional focus areas, student-driven work samples, parent, community, student and staff surveys, discipline and attendance reports and safety audits. Below are the DWEIC meeting dates for 2024-2025.

September 11, 2024
October 2, 2024
November 13, 2024
December 4, 2024
January 8, 2025
March 26, 2025
May 14, 2025

2.3: Available to parents and community in an understandable format and language

The District Improvement Plan will be available on the district website for parents and the community to review. Translations are available by contacting the administration building. District communication through Blackboard is translated to the primary language requested by the parent or guardian. Parents and community can access information on the district website in multiple languages by utilizing the translation option at the top of the webpage.

2.4: Opportunities for all children to meet State standards

The district and campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students". Master schedules are created to ensure students receive extra time during a flex period for intervention and extension on essential grade-level standards.

Parent involvement is essential to a student's academic and emotional success and is. At the start of each school year, every campus hosts a Curriculum Night, offering parents an opportunity to understand the connection between curriculum, instruction, and assessment. During this event, parents receive training on the District Instructional Focus, learn about the Professional Learning Community process that ensures all students achieve proficiency on grade-level standards, and discover ways to stay actively involved in their child's academic progress. Parents are also guided on how to monitor their child's progress through technology resources and the importance of partnering with teachers and schools throughout the year. Throughout the year, parents receive progress reports and assessment updates, with continuous opportunities for collaboration with teachers.

2.5: Increased learning time and well-rounded education

The campus administration strategically design master schedules to ensure maximized instructional time in each content area including a flex period used for intervention and extension. Students in Aledo ISD have multiple opportunities to engage in a well-rounded education including enrichment activities, before and after school activities and various secondary opportunities to ensure each student is college, career and/or military ready.

2.6: Address needs of all students, particularly at-risk

The Professional Learning Community process ensures that we are looking at student performance on an individual basis and monitoring student growth throughout the year. Each week, Collaborative Teams answer four questions when reviewing student data: What do we expect students to learn? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already know it? In response to the third question, teachers and interventionists work with students to ensure growth and achievement on essential grade level standards.

Instructional Specialists work with Tier 3 students to ensure growth and achievement and student progress is monitored throughout the year for all students.

3.1: Annually evaluate the schoolwide plan

The District Improvement Plan will be evaluated annually by DWEIC. Multiple forms of data, including formative data on district improvement goals, local and state student achievement data and parent and staff survey data, are used to drive discussions and decisions. The District Needs Assessment is the foundation for the District Improvement Plan including goals and strategies.

4.1: Develop and distribute Parent and Family Engagement Policy

DWEIC meets annually to discuss and update the district Parent and Family Engagement Policy. Committies include feedback from stakeholders including teachers, administrators, staff, parents, community members and business members. Campuses have separate Parent and Family Engagement Policies and parents are given the opportunity to give feedback around the development of the plans. The District Parent and Family Engagement Policy is available to all families in the Student Handbook and campus plans are housed on the campus web pages.

The Parent and Family Engagement (PFE) Policy and Title I components are required under the ESSA statute and are subject to review by TEA. The PFE Policy and Title I components are reviewed annually with the Campus Improvement Committees and for all parents and families, during the Title I parent meetings. Stakeholders are given the opportunity to provide feedback on the policy so that parent and family engagement activities can be updated as needed. In addition, the Teacher/Parent/Student Compact is reviewed and feedback requested at the Title I meetings and in the parent and staff newsletter to foster a culture of belonging and partnership between all stakeholders.

4.2: Offer flexible number of parent involvement meetings

Title 1 meetings are held on two separate dates to encourage parent and family participation. The Parent and Family Engagement Plans include multiple opportunities for parent involvement meetings.

5.1: Determine which students will be served by following local policy

McCall Elementary is a new Targeted-Assistance campus for 24-25. Students who have an accelerated learning plan and/or are receiving Tier 3 levels of support will be served through the targeted-assistance program.

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   ◦ Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   ◦ Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

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	9/23/2024
Child Abuse and Neglect	Executive Director Student Services		Ingia Saxton	9/23/2024
Coordinated Health Program	Executive Director Student Services; Deputy Superintendent		Ingia Saxton	9/23/2024
Decision-Making and Planning Policy Evaluation	Assistant Supt. Student & Community Programs		Ingia Saxton	9/23/2024
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/23/2024
Dropout Prevention	Deputy Superintendent; Executive Director Student Services		Ingia Saxton	9/23/2024
Dyslexia Treatment Program	Executive Director Special Programs		Ingia Saxton	9/23/2024
Title I, Part C Migrant	ESL Cordinator; Direcotr of Assessment and Accountability		Ingia Saxton	9/23/2024
Pregnancy Related Services	Executive Director Special Programs/Executive Director Student Services		Ingia Saxton	9/23/2024
Post-Secondary Preparedness	Executive Director Student Services; Director of CTE & Advanced Academics		Ingia Saxton	9/23/2024
Recruiting Teachers and Paraprofessionals	Deputy Superintendent; Director of Human Resources		Ingia Saxton	9/23/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/23/2024
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/23/2024
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/23/2024
Technology Integration	Chief Technology Officer		Ingia Saxton	9/23/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent, Chief of Police		Ingia Saxton	9/23/2024