# Aledo Independent School District

# Aledo Learning Center

# 2024-2025 Campus Improvement Plan

# Mission Statement

Ensuring high levels of learning for all students.

The mission of the Aledo Learning Center is to provide at-risk students with an alternative academic opportunity to earn a high school diploma.

# Vision

Growing greatness through exceptional experiences that empower learners for life.

# Motto

Every Student Matters, Every Moment Counts!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

**Needs Assessment Overview Summary**

The Aledo Learning Center is a branch of Aledo High School.  We are utilized as an intervention for high school students that have credits to recover, are enrolled but in danger of dropping out, or for students who have dropped out of school and are returning.  We also support students who are expectant parents or who are currently parenting students.  A majority of our students are classified as at-risk.  Our students are on a self-paced, accelerated curriculum that utilizes computer programs and teacher created materials. We utilize Odysseyware and Canvas to deliver curriculum to students.  These systems are aligned to the TEKS.  We provide our students with a different way of learning which assists them in their quest to meet graduation requirements.

The 2024-2025 ALC Comprehensive Needs Assessment was conducted during the month of September.  Staff  and the Campus Advisory Team were given this time to suggest additions, edits and revisions to the plan. The team submitted the final ALC Campus Plan on September 26, 2024.

The plan will be monitored by the campus principal and the Campus Advisory Team during the months of December, February, April and June.  Meetings will be held throughout the school year to update the plan.

# Demographics

**Demographics Summary**

**Staff:** The ALC staff consists of 10 staff members, which include one of each of the following; principal, counselor, RLA teacher, Science teacher, Math teacher, Social Studies teacher, two DAEP teachers, an instructional paraprofessional, and a campus secretary.

**Enrollment:** We had 82 students enrolled at the Aledo Learning Center during the 2023-2024 school year. Listed below is a breakdown of our enrollment.

- 63–Students graduated-Met standards on the STAAR End of Course exams and completed the required credits for graduation.
- 58–Students graduated on the Foundation Graduation Plan with an Endorsement and Distinction (26 credits).
- 5-Students graduated on the Foundation Graduation Plan (22 credits).

- 14-Students were scheduled to return to ALC for the 2023-2024 school year.
- 5–Students withdrew from the ALC during the 2022-2023 school year.

**Attendance Rate:** In the 2023-2024 school year we had an attendance rate of 94.29%. This is a 8.13% increase from the previous school year. District attendance letters are mailed to parents when a student has excessive unexcused absences or an abundance of excused absences. When a student is absent and we have not been in contact with a parent, we call the parent to check on the absence. If a student has excessive absences a Truancy Plan is created for the student. If the student is unsuccessful with their plan, we file truancy on the student and/or the parent with our local Justice of the Peace. Several truancy cases were filed during the school year.

The ALC staff, along with assistance from the AISD Police Department, are able to make home visits to students that are struggling to attend school regularly.

**Attendance Rates for the 2023-2024 School Year:**

| | | |
|---|---|---|
| 1st Nine Weeks – 94.12% | 2nd Nine Weeks – 93.48% | |
| 3rd Six Weeks – 94.03% | 4th Nine Weeks – 94.29% | |

**Ethnicity**: The ethnicity composition of the Aledo Learning Center for the 2022-2023 school year was as follows:

Caucasian-53 students or 65%

Hispanic-4 students or 5%

African American-1 students or 1%

Asian-1 student or 1%

Two or More-23 students or 28%

**Gender**:

43-Male students

39-Female students

**Special Program Participation**:

Special Education-19 students

504-21 students

EB-10 students

Economical Disadvantaged-27 students

Homeless-5 students

**At-Risk Students**: ALC had 50 students, or 58%, in attendance during the 2023-2024 school year that were classified as at-risk.

**Teacher/Student Ratio**: Teacher-student ratio depends on enrollment, student needs and availability of teachers. We strive to maintain a 15:1 student to teacher ratio.

**Course Assignments/Class Assignments**: Course/Class assignments are based on the student's personal graduation plan. We assign classes based on student needs of meeting graduation requirements. There are times we double and triple block a subject when a student has a weakness in a certain subject or only has 2-3 courses left to complete.

**Discipline referrals**: Due to the nature of the ALC and small enrollment, student referrals are minimal. The majority of referrals were written for non-participation, breaking classroom rules, vaping and THC usage. The ALC is able to provide individual daily schedules that help reduce discipline issues. When discipline issues occur, conferences are held with the student and sometimes include the teacher, counselor, and parents. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems as they arise. The principal is available if a situation cannot be resolved. Restorative discipline is utilized, as well. A Campus Behavior Plan was created last school year and will continue to be utilized.

**DAEP: 88** (8 repeaters) placements were made to DAEP during the 2023-2024 school year.

0-elementary students

17-middle school students (7 females and 10 males)

71-secondary students (13 females and 58 males)

**DAEP Ethnicity Breakdown:**

Caucasian-57 students or 64%

Hispanic-18 students or 21%

African American-4 students or 6%

Asian-0 students or 0%

Two or More-8 students or 9%

**Special Programs DAEP Breakdown:**

Special Education-14 students

504-31 students

EB-1 students

Economical Disadvantaged-39 students

**At-Risk Students**: Once a student is assigned to DAEP, they are automatically considered at-risk.  Therefore, 100% of DAEP students are at-risk.

**Demographics Strengths**

- All staff is focused on student success and graduation.
- ALC serves students with a variety of learning styles and grade levels.
- Core content teachers are certified, highly qualified and SIOP trained, as needed.
- We had 63 graduates.
- High population of at-risk students that graduate.
- ALC and DAEP students are provided one on one instruction daily.
- RLA teacher is also ESL certified.
- Able to assist parenting students with daily essentials and daycare through AdvoCats and the AISD Early Childhood Academy.
- Home visits are made for students that are struggling to attend regularly.
- Campus Behavior Expectation document is utilized across the campus.
- Behavior Reward System is utilized in the DAEP classrooms.
- Title I District Homeless - $1,655
- Title III District - $22,122
- Title IV District - $11,314

**Needs**

- Increase student attendance rates.

# Student Achievement

**Student Achievement Summary**

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, students and parents. Meeting graduation requirements is the primary goal of all stakeholders. The nature of our students requires our staff to give instruction on all TEKS as well as EOC preparation throughout the year. Methods used for EOC preparation include daily EOC warm-up activities, in-school tutorial classes, online activities (TEA Website) and the use of technology resources. Teachers identify student learning styles, and teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC utilizes a daily FLEX schedule, which includes a 35 minute core content remediation period.

**End of Course exams in 2023-2024:**

- 100%   EOC US History Pass Rate, 31 out of 31 students passed
-   40%   EOC Algebra Pass Rate, 2 out of 5 students passed
- 100%   EOC Biology Pass Rate, 3 out of 3 student passed
-   60%   EOC English II Pass Rate, 15 out of 25 students passed
-   57%   EOC English I Pass Rate, 4 out of 7 students passed

In reviewing the testing results for the 2023-2024 year, we realized the need to work on maintaining our strengths and continue working on our areas of weakness. We need to maintain or increase our passing rate in all subjects.  Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school.

**Student Achievement Strengths**

- Student intervention opportunities include daily warm-up with emphasis on STAAR End of Course preparation, differentiated instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.
- A daily Flex Period for EOC remediation occurs for all EOC content areas.
- Teachers are incorporating Thinking Maps and Critical Writing into their curriculum along with the Fundamental 5.
- Teachers are using the Rigor, Relevance and Learner Engagement rubrics to assist them during lesson planning.
- Parents are kept informed of student academic achievements through Weekly Progress Reports.
- Weekly counseling guidance lessons are conducted.
- Texas College Bridge courses are utilized to ensure students are CCMR met.

**Needs**

- Increase EOC pass rate in Algebra, English I and II.
- Increase number of students meeting CCMR requirements.

# District Culture and Climate

**District Culture and Climate Summary**

As an alternative education program, the Aledo Learning Center operates differently than a traditional high school. Our students feel that it is a place where they can come and be themselves and where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that the ALC is an empathetic, encouraging environment, where students are offered countless opportunities to succeed.

The mission that all students can learn is the embodiment of the Aledo Learning Center. Students and staff work together diligently in order to make sure everyone is successful. Students are offered one-on-one instruction daily in order to meet their needs and goal of graduation.

Because the students are at-risk of dropping out, attitudes change on a daily basis. In the ALC's small environment, the teachers are able to provide additional educational and emotional support to each student. The ALC is viewed as a safe environment by both students and staff. Students come with the expectation that if they work hard they can recover credits quickly and can graduate on time or early. Staff expects students to come to school ready to learn with the goal of passing STAAR EOC assessments and graduating on-time. The students who tend to be most satisfied with the school culture and climate are those that are truly driven to complete credits, are on time for school and attend daily. Many of our students work outside of school, take care of siblings after school, or are parents who go home to take care of their own children.

**For staff:**

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

**For students:**

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. The campus also participates in the Start with Hello week curriculum. Students have access to the school counselor on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Also district counselors have a bank of community resources and referrals to share with families for mental health support outside of the school setting.

**For parents:**

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

Parents were also invited to attend Curriculum Night in September. Students were encouraged to show their parent around campus and give them insight into a day at the ALC.

**District Culture and Climate Strengths**

- Caring staff that provide an encouraging environment.
- One-on-one instruction.
- Feeling of safety and a modern facility.

- Staff Member of the Month Award.
- Celebration of students on the day that they graduate.
- Recognition of student Bearcat of Character monthly winner at AISD board meetings, campus newsletter and social media.
- Recognition of every credit that a student earns.
- Students feeling of acceptance.
- Staff develop strong relationships with students which helps to lead to student achievement.
- Principal sends a weekly newsletter to parents and staff.
- Teachers email a weekly progress report to parents every Friday.
- Due to small class sizes, students are more likely to ask questions when they need help.
- Students can work at their own pace with the expectation that progress is made daily in each course. Daily and weekly goals are created by students with input from teachers.
- Monthly attendance incentives are utilized with students to increase student attendance.

**Needs**

- Increase parent/guardian and community involvement.
- Students need to take ownership of their learning through engagement of course content.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

The Aledo Learning Center retained all but two staff members for the 2023-2024 school year. Our RLA teacher moved out of the district with her family and our science teacher left to pursue a career in counseling. All teachers understand the varying emotional and academic needs that the ALC students possess. 100% of our teachers are considered veteran teachers. They love their positions and feel great pride in seeing their students succeed.

**Staff Quality, Recruitment, and Retention Strengths**

- Staff working together in collaborative teams to ensure at-risk students will be successful.
- Attendance at meaningful professional development workshops which will assist in meeting our student needs.
- The purchase of classroom instructional supplies is supported by the principal.
- The professional staff is 100% highly qualified.
- The constant awareness of staff to provide a safe learning environment for our students.
- Staff are committed to building relationships with students that encourage students to seek help from them (both academically and emotionally).

**Needs**

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. Campus representatives will also attend the Alternative Education Conference.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

The instructional staff identifies areas in the curriculum and takes an active approach to designing and implementing lessons to meet individual student needs. The self-paced curriculum and teacher created materials that are used at the Aledo Learning Center are aligned to the state standards. Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

All teachers submit T-TESS goals to the principal at the beginning of the school year and focus on achieving these goals throughout the year.

All ALC teachers are participants in the collaborative team process. They meet weekly to update their goals and review assessment data. Data sources reviewed in the identification of curriculum and instructional needs include teacher input, student benchmarks, MAP results, student achievement data from STAAR End of Course results and student understanding of the curriculum. Campus essential standards are evaluated, implemented and monitored by the ALC collaborative team.

The ALC staff is committed to ensuring all students learn and graduate.

**Curriculum, Instruction, and Assessment Strengths**

- Students are provided an online learning platform to obtain their credits through Odysseyware. Canvas and teacher created materials are also utilized.
- Staff developed TEKS based instruction.
- The use of technology through computer based curriculum and interactive boards to meet student needs.
- Individualized remediation plans are developed for students that will be taking an EOC assessment.
- Whole campus guidance lessons presented by counselor weekly.
- Weekly collaborative team meetings are held to ensure that the District/campus Problem of Practice is the focus of instruction.
- Teachers are provided professional learning in areas related to District/campus goals.
- The Rigor, Relevance and Learning Engagement rubrics are utilized by teachers when lesson planning.
- A common lesson plan template, which includes the Workshop Model framework, is utilized by all staff.

**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.

# Family and Community Engagement

**Family and Community Engagement Summary**

A majority of parents/guardians of our at-risk students want their child to be successful. The involvement of parents varies from the minimum to the maximum. Students are required to complete an application prior to acceptance to the ALC. A parent/guardian and student orientation is required with at least one parent and the student as participants. Routines and procedures are discussed in this orientation as well as our student handbook, campus behavior expectations and the Aledo ISD Student Code of Conduct. Parents are encouraged to contact the school with requests and concerns for their student's education. We encourage a team of school personnel, parents and the student to be involved with meeting the educational needs of the student. Weekly Progress Reports are emailed to parents every Friday by each teacher.

Community involvement is present when help is requested. The Aledo AdvoCats are very active in meeting the needs of students and their families with financial support in the areas of daycare, food, clothing, shelter and medical needs. The Aledo ISD Connections Mentoring Program is available to students, as needed. Christ Chapel also assist our campus with food and personal hygiene needs. Our Aledo ISD PTO supports our staff through monthly treats and provides monetary resources for our students. The Center of Hope organization is also utilized, as needed by students and families. Brookshire's supports our Staff Member of the Month and celebrates our staff throughout the school year.

The principal sends a weekly newsletter to parents and students. The campus counselor sends a monthly newsletter to parents and students and keeps her website updated with timely information.

**Family and Community Engagement Strengths**

- Parents/guardians required to attend orientation before accepted.
- Weekly Progress Reports allow the parent to be kept up to date with their student's progress.
- Community organizations and businesses willing to assist our students.
- The Special Education Department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special education students.
- The staff is willing to attend new training to assist students in meeting their educational needs.
- Facebook and Twitter are used to share announcements, as well as Blackboard.
- Staff Member of the Month Award provided by Brookshire's.
- The principal keeps parents and students informed of campus activities via a weekly newsletter.
- The campus also works closely with AdvoCats, Christ Chapel and the Aledo PTO.

**Needs**

- Additional parental involvement is needed from parents.
- Identify student barriers that will help to increase their attendance.

# District Organization

**District Organization Summary**

The Aledo Learning Center is the only alternative school in the Aledo ISD. In addition to receiving state and local funds, the school also receives federal funds.

**Federal Funding will be utilized as follows:**

Title I District Homeless - $1,655
Title III District - $22,122
Title IV District - $11,314

School decision-making efforts are a coordinated effort involving a campus improvement team made up of one administrator, two teachers, one counselor, one parent, one business representative and one community representative. Teachers are actively involved in decision making at the Aledo Learning Center. The teachers and staff play a vital role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the ultimate goal of students increasing their achievement in academics, social settings, and emotional settings. The staff all had the opportunity to provide input on the campus needs assessment.

**District Organization Strengths**

- A safe environment is provided for staff and students.
- Staff is very concerned and dedicated to helping at-risk students be successful.
- The ALC has a strong budget built around the success of students.
- A campus Facebook page and Twitter account are used to recognize staff and students for their successes.
- The principal provides a weekly newsletter to staff and a weekly newsletter to parents and students.
- Staff, parents, and graduates are asked to complete a survey every year.
- The ALC collaborative teams meet weekly to discuss the District/Campus focus areas.
- Campus principal completes daily impact walks and T-TESS walks on a weekly basis.  The principal also shares campus look for data with all staff.
- Teachers submit weekly lesson plans.
- A campus Google site is utilized that houses documents and websites that are commonly used by staff.

**Needs**

- Continue to increase the number of students graduating on 26 credit Foundation Plan with an endorsement.

# Technology

**Technology Summary**

The Aledo Learning Center currently has 15 Chromebooks workstations in each classroom.  Each classroom is equipped with a Promethean board, teacher laptop and teacher iPad. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. The design of our network provides the ability for our students to complete credits at an accelerated pace. Students also have the opportunity to work on their course work from home via the Internet.

Hot spots are checked out, as needed, for at-risk students, through the technology department.

**Technology Strengths**

- Self-paced curriculum.
- Students can work on their course work at home.
- Staff utilized technology, as needed, in their curriculum.
- Reliable infrastructure is in place to provide content via the Internet.

**Needs**

- Some students are unable to work on course work at home due to lack of stable internet services.

# 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 goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

**Accountability Data**

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

**Student Data: Assessments**

- State and federally required assessment information
- STAAR released test questions
- 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
- Local benchmark or common assessments data

**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
- Male / Female performance, progress, 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.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

**Student Data: Behavior and Other Indicators**

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

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** How We Teach:  Delivery of Instruction

**Performance Objective 1:** ALC 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 and So that I can with fidelity by June 2025.<br><br>**Staff Responsible for Monitoring:** Campus Administration<br>District Administration | **Dec**<br><br>Considerable | **Feb**<br><br>Considerable | **Apr** | **June** |

| 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.<br><br>**Staff Responsible for Monitoring:** Campus Administration<br>District Administration | **Dec**<br><br>Considerable | **Feb**<br><br>Considerable | **Apr** | **June** |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Teachers will utilize Frequent Small Group Purposeful Talk (FSGPT) to gain actionable date to drive instruction. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** 100% of teachers will implement FSGPT into daily instruction by June 2025.<br><br>**Staff Responsible for Monitoring:** Campus Administration<br>District Administration | **Dec**<br><br>Considerable | **Feb**<br><br>Considerable | **Apr** | **June** |

○ No Progress          ○ Accomplished          → Continue/Modify          ✕ Discontinue

**Goal 1:** How We Teach:  Delivery of Instruction

**Performance Objective 2:** ALC 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 lessons that provide multiple strategies to maximize student engagement 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 Administration District Administration | **Dec** | **Feb** | **Apr** | **June** |
| | Considerable | Considerable | | |

No Progress          Accomplished          → Continue/Modify          ✗ Discontinue

**Goal 2:** Professional Learning Community Actions

**Performance Objective 1:** By June 2025, 87% of the ALC collaborative teams 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** |
| *Clarify essential learning standards for each unit and criteria for student mastery.<br>*Begin to adjust curriculum, pacing, and instruction based on evidence of student learning. | | **Dec** | **Feb** | **Apr** | **June** |
| **Strategy's Expected Result/Impact:** 87% of collaborative teams will rate at the "Developing" level or higher by June 2025.<br>**Staff Responsible for Monitoring:** Collaborative Teams<br>Campus Administration<br>District Administration | | Considerable | Considerable | | |
| No Progress          Accomplished          Continue/Modify          Discontinue | | | | | |

**Goal 2:** Professional Learning Community Actions

**Performance Objective 2:** By June 2025, 93% of the ALC collaborative teams 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** |
| *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 | **Dec** | **Feb** | **Apr** | **June** |
| *Team leaders are helping lead the collaborative process, and the work of the teams is monitored closely so assistance can be provided when a team struggles.<br>*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.<br><br>**Strategy's Expected Result/Impact:** 93% of collaborative teams will rate at the "Developing" level or higher by June 2024.<br><br>**Staff Responsible for Monitoring:** Collaborative Teams<br>Campus Administration<br>District Administration | Considerable | Considerable | | |

○ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue

**Goal 2:** Professional Learning Community Actions

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | **Formative** | | | **Summative** |
| **Strategy 1:** Collaborative Teams will:<br>*Have an established annual SMART goal and assess progress toward reaching the goal.<br>*Have an established process 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.<br><br>    **Strategy's Expected Result/Impact:** 83% of collaborative teams will rate at the "Developing" level or higher by June 2025.<br>    **Staff Responsible for Monitoring:** Collaborative Teams<br>Campus Administration<br>District Administration | **Dec** | **Feb** | **Apr** | **June** |
| | Considerable | Considerable | | |

○ No Progress     ◯ 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:** ALC will ensure an educational enviornment 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, staff/student/parent participation in surveys, student attendance reports.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** ALC will monitor student attendance every month and offer incentives to students that have an average attendance rate of 90% or higher. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase in student attendance rate at 90% or higher. **Staff Responsible for Monitoring:** Campus Administration | **Dec** | **Feb** | **Apr** | **June** |
| | Considerable | Considerable | | |
| | No Progress | Accomplished | Continue/Modify | Discontinue |

# Campus Advisory Committee

| Committee Role | Name | Position |
|---|---|---|
| Classroom Teacher | Anita Robert | Teacher |
| Parent | Vacant | Parent |
| Community Representative | Delore Jones | Community Representative |
| Business Representative | Lauren Stockon | Business Representative |
| Classroom Teacher | Greg Hicks | Teacher |
| Non-classroom Professional | Lindsey Coomer | Counselor |
| Administrator | Cheryl Jones | Principal |

# 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 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 |