

Aledo Independent School District



Coder Elementary

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,

Academic Achievement in Science, Top 25 Percent:

Comparative Academic Growth, Top 25 Percent:

Comparative Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

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

Summary

School Population

Coder Elementary has a total student population of 553. The distribution by grade level is as follows: 1 Early Education student (0.18%), 80 Kindergarten students (14.47%), 104 First graders (18.81%), 104 Second graders (18.81%), 78 Third graders (14.10%), 95 Fourth graders (17.18%), and 91 Fifth graders (16.46%).

Student Demographics

- Gender: 274 female students (49.55%) and 279 male students (50.45%).
- Ethnicity/Race: 3 American Indian/Alaskan Native students (0.54%), 3 Asian students (0.54%), 3 Black/African American students (0.54%), 417 White students (75.41%), and 26 students identifying as two or more races (4.70%). Hispanic-Latino students make up 101 of the student population (18.26%).

School Description

Coder Elementary continues to be a well-established and welcoming learning community that emphasizes strong school-family-community partnerships. The campus maintains high instructional expectations and offers a wide variety of opportunities for students to grow academically and socially. Coder's student body is gradually increasing in diversity and includes a range of economic backgrounds.

The school emphasizes leadership skills and positive behavior through the L.E.A.D. statement and campus-wide behavior initiatives. Academic excellence is supported through Professional Learning Communities, authentic literacy experiences, interactive technology, Thinking Maps, Write From The Beginning, formal and informal assessments, and small-group differentiated instruction tailored to meet individual student needs.

Strengths

Strengths:

- Strong community involvement and support
- High levels of parent engagement
- Professional Learning Communities that effectively analyze data to identify academic needs and refine teaching practices



Goals

Goal 1 How We Teach: Delivery of Instruction

Performance Objective 1 High Priority

Coder Elementary 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 2026.

Evaluation Data Source: Data from Daily Impact Walks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Teachers will implement Framing the Lesson in daily Instruction.

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 2026.

Staff Responsible for Monitoring: Campus Administration & Teachers

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 2

Teachers will implement Critical Writing in daily instruction (Weekly in Math).

Strategy's Expected Result/Impact: 100% of teachers will implement critical writing into daily/weekly instruction by June 2026.

Staff Responsible for Monitoring: Campus Administration & Teachers

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 3

Teachers will implement Frequent Small Group Purposeful Talk in daily instruction.

Strategy's Expected Result/Impact: 100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2026.

Staff Responsible for Monitoring: Campus Administration & Teachers

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 2 High Priority

Coder Elementary will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2026.

Summative Evaluation: Met Performance Objective


Strategy 1

Develop a Campus Behavior Guiding Coalition composed of administrators, teachers, support staff, and specialists. This coalition will meet monthly to review behavior data trends, monitor implementation of the L.E.A.D Matrix, and identify areas for reteaching or additional support.

Strategy's Expected Result/Impact: By June 2026, behavior data trends show a decrease in repeated incidents and consistent reinforcement of the L.E.A.D Matrix in 95% of classrooms.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

 Accomplished

December

February

April

June

Strategy 2


Increase parent and community awareness of the L.E.A.D Matrix to ensure consistency of expectations between home and school.

Strategy's Expected Result/Impact: At least one parent communication per month (newsletter, social media post, or event) highlights L.E.A.D expectations

Parent survey data shows increased awareness of campus behavior expectations by June 2026.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

 Accomplished

Strategy 3

Reinforce the L.E.A.D Matrix by recognizing and rewarding students and classrooms who consistently demonstrate L.E.A.D behaviors.

Strategy's Expected Result/Impact: 100% of classrooms use Coder Cash and/or reinforcement systems aligned to the L.E.A.D Matrix.

At least one classroom or grade level is highlighted monthly through the L.E.A.D Spotlight.

Walkthrough and observation data show consistent use of positive reinforcement across the campus by June 2026.

Staff Responsible for Monitoring: Campus Administration and Behavior Guiding Coalition

Formative Reviews

Considerable Progress

December

February

April

June

Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2026, 92% of Coder collaborative teams district-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Collaborative Teams will:

Indicator #1:


- *Teachers will clarify essential learning standards for each unit and criteria for student mastery.
- *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.

Strategy's Expected Result/Impact: 92% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams

Instructional Specialist
Campus Administration
District Administration

Formative Reviews

 Accomplished

December

February

April

June

Performance Objective 2 High Priority

By June 2026, 96% of Coder collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Collaborative Teams:

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.

Strategy's Expected Result/Impact: 96% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
District Administration

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 3 High Priority

By June 2026, 91% of Coder collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Strategy 1

Strategy 1: Collaborative Teams:
Indicator #1:

- *Have established an annual SMART goal and assess progress toward reaching the goal.
- *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.

Strategy's Expected Result/Impact: 91% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2026.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
District Administration

Formative Reviews

Considerable Progress

December

February

April

June

Goal 3

Coder Elementary will continue to build upon our culture of excellence that supports our students and staff through a commitment to clear, consistent, and responsive communication that fosters trust, strengthens relationships, and ensures all stakeholders are informed, engaged, and empowered.

Performance Objective 1

By May 2026, at least 90% of students in grades K-5 will participate in hands-on, inquiry-based learning experiences in the newly renovated science lab.

Evaluation Data Source: Walkthrough data and observations

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teacher integration of L.E.A.D expectations will be visible in lessons, and student engagement will be tracked through walkthrough data and observations.

Strategy's Expected Result/Impact: An upward trend in engagement indicators such as student discourse, collaboration, and application of scientific thinking.

Staff Responsible for Monitoring: Campus Administration & Teachers

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

December

February

April

June

Performance Objective 2 High Priority

By June 2026, campus leaders and teachers will implement a strategic communication plan to bridge the 2nd-to-3rd-grade readiness gap.

Evaluation Data Source: Parent survey.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teacher Collaboration: Vertical Alignment CT's for teachers to align expectations, clarify grading practices, and share strategies for supporting students through the increased rigor.

Strategy's Expected Result/Impact: Teachers will demonstrate greater consistency in instructional expectations, grading practices, and academic vocabulary across 2nd and 3rd grades. Students will show improved readiness for 3rd-grade standards, as evidenced by fewer academic gaps identified in BOY assessments and increased teacher confidence reported through CT feedback and walkthrough data.

Staff Responsible for Monitoring: Campus Administration & Teachers

Formative Reviews

Some Progress

December

February

April

June

Strategy 2

Aligned Grading Rubrics & Communication: Develop rubrics and examples that translate 2nd-grade standards-based grades to 3rd-grade traditional grading, and share these with families so they understand expectations.

Strategy's Expected Result/Impact: Families will have a clear understanding of grading expectations and student progress during the 2nd-to-3rd-grade transition. Teachers will use aligned rubrics and exemplars to ensure grading consistency across grade levels, resulting in fewer parent concerns about grading differences and increased accuracy in assessing student mastery of standards.

Formative Reviews

Some Progress

December

February

April

June

Strategy 3

"Moving on Up" Family Night: Host a spring event for 2nd-grade students and families to learn about 3rd-grade expectations, routines, and academic skills. The event will include interactive stations led by 3rd-grade teachers to build excitement and confidence for the transition.

Strategy's Expected Result/Impact: At least 80% of 2nd-grade families will participate in the event. Post-event surveys will show increased family understanding of 3rd-grade expectations and reduced student anxiety about the transition, as reflected in positive feedback and improved student confidence noted in teacher observations at the start of the next school year.

Formative Reviews

Some Progress

December

February

April

June

Performance Objective 3

By December 2025, 100% of campus staff will participate in a PRIDE program overview training that

clarifies the program's purpose, structure, and expectations, as well as each staff member's role in supporting students.


Evaluation Data Source: Quarterly refreshers or reminders embedded in faculty meetings to reinforce consistency in language, expectations, and campus-wide support.

Strategy 1

Staff Training: Provide professional learning for all staff on disabilities that are typical in the PRIDE program, trauma responses, how disabilities manifest in the classroom, and we as educators can do to support.

Strategy's Expected Result/Impact: Staff will engage in training and ongoing dialogue about the PRIDE program so that a shared culture of consistency and support is established campus-wide.

Formative Reviews

 Accomplished

December

February

April

June

Performance Objective 4 High Priority

By June 2026, Coder Elementary will increase the average daily attendance rate from 96 % to 97%, as measured by PEIMS attendance reports.

Evaluation Data Source: PEIMS attendance reports (monthly and end-of-year)

Onsuite/Ascender daily attendance data

Campus attendance committee meeting notes

Attendance intervention logs (parent contacts, conferences, letters)

Comparison of 2024-2025 vs. 2025-2026 attendance rates

Strategy 1

Attendance Awareness Week: Promote daily attendance through classroom activities, reminders, and incentives during Attendance Awareness Week to increase student awareness of the importance of regular attendance.

Strategy's Expected Result/Impact: Students and families will demonstrate increased understanding of how consistent attendance supports learning.

Formative Reviews

 Considerable Progress

December

February

April

June

Strategy 2

Family Meeting Attendance Celebrations: Recognize the grade-level with the highest overall attendance rate during monthly family meetings to reinforce the value of showing up every day and engage families in supporting consistent attendance.

Strategy's Expected Result/Impact: Students and staff will be motivated to improve daily attendance, resulting in measurable increases in overall attendance rates.

Formative Reviews

Considerable Progress

December

February

April

June



Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

1.1 Description of CNA Process

The Campus Improvement Committee, consisting of classroom teachers, professional staff, parents, community members, and business representatives, reviews and updates the 8 areas of the comprehensive needs assessment annually. Multiple forms of data, including state and local assessment data, perception data and instructional focus data, are used to update the CNA. The campus Parent and Family Engagement Policy is shared with families annually and includes information about how to be involved in campus activities, such as the Campus Improvement Committee, and how to share feedback with campus staff.

Campus Improvement Committee Meeting: September 19, 2025

Coder

Title I \$12,500

Title I District Homeless \$1,800

Title I Migrant Shared Agreement with Region 11 \$769

Title II \$14,140

Title III ELA District \$22,226

Title III Immigrant District \$2,338

1.2 Location for Evidence of Multiple Meetings Held

1.2 Location for Evidence of Multiple Meetings Held

Parents and families are given at least two different opportunities annually to attain Title I information, including participation of the school in the Title I, Part A program, Title I requirements, the parents rights to be involved, opportunities to request meetings and school compact, and provide feedback. Title I feedback is solicited in various ways and at various times to involve as many participants as possible. Documentation that multiple meetings have been held can be found within the agenda, minutes and sign-in sheets from the meetings listed below.

Title 1 Meeting: August 28, 2025, 5:15 pm

Title 1 Meeting: September 18, 2025, 4:15 pm

In addition to the Title I meetings, parents are encouraged to attend and be involved in multiple engagement opportunities.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

2.1 Timeline for Schoolwide Program/CIP Development

1. Comprehensive Needs Assessment & Stakeholder Involvement (see 1.1 & 2.2)

2. Schoolwide Program & Strategies for Improvement

- **Focus on Opportunities for All Students to Meet Challenging State Standards**

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students". Each school year, parents and families are invited to a Curriculum Night where campus administrators and teachers help parents understand the connection between curriculum, instruction and state and local assessment. Parent training is provided on the District Instructional Focus, how the Professional Learning Community process ensures all students meet proficiency on grade level standards, how parents can stay involved with their student's academic success, including how to monitor progress through technology resources and the importance of partnering with the teacher and school throughout the year. The state standards are the curriculum of the district and all decisions about intervention are focused around student success on the essential standards. Collaborative teams set grade-level goals and work individually with students to set student achievement goals. Collaborative teams meet weekly to review student achievement data, including formative and summative classroom assessments and district screeners, and benchmarks to determine intervention and extension needs for individual students. Intervention and extension are provided during the daily flex period so that students receive ongoing support throughout the year to meet the proficiency of grade-level standards. Teachers ensure implementation of IEP and IAP accommodations for students who need support gaining access to the state standards. Parents receive progress and assessment reports throughout the year with ongoing opportunities for parent and teacher collaboration.

- **Strategies to Provide a Well-Rounded Education**

The campus administration strategically created a master schedule to ensure maximized instructional time in each content area. Teachers plan core lessons within a workshop model framework, allowing small group instruction during class to maximize instructional minutes. Lesson design includes daily objectives with a focus on rigor and relevance within a productive learning environment. In addition, the campus master schedule includes a daily flex period where students receive targeted intervention and extension based on formative and summative data. Students attend rotations such as music, art and MakerSpace in addition to receiving counselor guidance lessons.

- **Address the Needs of At-Risk Students**

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. The Instructional Specialist, Librarian and tutors work with Tier 3 students to ensure growth and achievement.

- **Federal, State, and Local Program Consolidation**

Title funds are coordinated with state and local funds to carry out the Schoolwide program.

2.2 Stakeholders 1114(b)(2)

2.2 Stakeholders

The Campus Improvement Committee meets at least annually to review and adjust the needs assessment narratives, including "Parent and Community Engagement" activities and campus goals and strategies. Feedback regarding the Parent and Family Engagement Policy and Parent Compact is shared with the Campus Improvement Committee, and if needed, revisions are made to these documents. The committee includes teachers, administrators, staff, parents, community members, and business members. The Campus Improvement Committee met on September 19, 24, 2025; October 10, 2025 to review the needs assessment narratives and campus goals.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

2.3 Description of Plan Availability, Format, and Language

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

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

2.4 Description of Plan Coordination

The campus coordinates transition planning for incoming Kindergarten students who have participated in the district's Pre-K program to ensure support is consistent between campuses including any accommodations necessary to meet state standards. In addition, the campus coordinates with the campus Guiding Coalition, Child Nutrition Department, Aledo Advocats, the district homeless liaison and counselors to provide targeted support for students in need.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

2.5 Statutorily Required Actions

The Campus Improvement Plan includes all statutorily required actions located on the ESSA Title I page, CNA and throughout the Campus Improvement Plan goals and strategies.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

3.1 Location and Confirmation of Evaluation of Program Effectiveness Documentation

The Campus Improvement Committee will use summative data to evaluate the Campus Improvement Plan annually and as needed throughout the year based on formative data. Multiple forms of data, including

formative data on campus improvement goals, local and state student achievement data and parent and staff survey data, are used to drive discussions and decisions. The Campus Needs Assessment is the foundation for the Schoolwide Campus Improvement Plan including goals and strategies. Documentation of program evaluation can be found within the agenda and minutes from the Campus Improvement Committee meetings throughout the year.



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026