

Aledo Independent School District

District Improvement Plan

2021-2022



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

Aledo ISD is a pre-K through grade 12 school district located in Parker and Tarrant counties. There are 11 campuses (2021-2022) in the district consisting of six elementary campuses through grade 5; one intermediate campus, grade 6; one middle school, grades 7-8; one 9-grade campus, one high school, grades 10-12; and one alternative campus.

The district has four Title I elementary campuses: Annetta, Walsh, Coder, and McCall. Our total student enrollment for the 2020-2021 school year was 6,804. Our projected enrollment for the 2021-2022 school year is 7,378.

The student population for the Fall of 2020 is ethnically represented as follows:

African American – 1.55%
Hispanic - 16.76%
Caucasian - 76.32%
Native American - .34%
Asian - .82%
Hawaiian/Pacific Islander - 0.03%
Two or more ethnicities - 4.18%

For the 2020-2021 school year, 12.87% of the student population was Economically Disadvantaged, 2.48% Limited English Proficient (LEP), 18.96% At-Risk, 9.79% Special Education, and 6.08% Gifted and Talented. The district served 28 immigrant students during the school year. We served 25 homeless students, an increase of 2 students from the previous year. The district also served 9 students in foster care. There were 6 students reported as dropouts.

During the 2020-2021 school year, the district had a total (full time and part-time) of 763 staff members to include teachers, professional support, campus administration, and central office administration.

Aledo ISD is ranked 5th highest in the Region 11 enrollment trend. Our projected five-year growth is 38% (2021-2022 projected enrollment is 7,378 students, 2026-2027 projected enrollment is 10,214 students) an increase of 2,836 students.

Demographics Strengths

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

Needs:

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

Student Achievement

Student Achievement Summary

Due to COVID-19, all Texas districts and campuses receive a Not Rated: Declared State of Disaster label overall and in each domain for 2021. Distinction designations were not awarded for 2021. Therefore, Aledo ISD, Coder Elementary, Stuard Elementary, McCall Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School received a label of Not Rated: Declared State of Disaster for their 2021 accountability ratings. 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), DRA (K-2), mCLASS Texas (K-2), IXL Math Diagnostic (K-12), Lexia RAPID (3-12), grade reports, teacher input, observations, RtI referrals, and on-going skill assessments.

AISD Ratings

Entity	2021 Rating
Aledo ISD	Not Rated: Declared State of Disaster
Coder	Not Rated: Declared State of Disaster
Stuard	Not Rated: Declared State of Disaster
McCall	Not Rated: Declared State of Disaster
Vandagriff	Not Rated: Declared State of Disaster
Walsh	Not Rated: Declared State of Disaster
McAnally	Not Rated: Declared State of Disaster
AMS	Not Rated: Declared State of Disaster
D9GC	Not Rated: Declared State of Disaster
AHS	Not Rated: Declared State of Disaster

Distinctions

There were no distinction designations due to COVID-19.

Grade	Early Childhood Reading (2021 EOY of the Year)		Early Childhood Math (2021 EOY of the Year)	
	Measure	% on Track at EOY	Measure	% on Track at EOY
PK	CLI Engage	74%	CLI Engage	82%
K	mCLASS	81%	IXL Math	95%
1	mCLASS	78%	IXL Math	84%
2	mCLASS	74%	IXL	82%

Grade	3-8 STAAR 2021				EOC 2021				
	Reading	Math	Writing	Science SS	Alg I	Eng I	Eng II	Bio	US His
3	91%	88%							
4	87%	85%	76%						
5	90%	89%		88%					
6	86%	93%			89%	85%	91%	95%	98%
7	86%	84%	81%						
8	92%	84%		91%	79%				
		Alg 100%							

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

- Class of 2021: 457 Graduates
 - 0 National Merit Scholars
 - 2 National Merit Commended Scholars
 - 78 Advanced Placement Scholars
 - 68% of students earned a score of 3, 4, or 5 on AP exams
- Average SAT score is 1111
- Average ACT score is 24.9
- **New Career & Technical Education (CTE) courses added in 20-21, 21-22**
 - AMS-Gateway to Engineering -Computer Science -Project Lead The Way- (PLTW-7th grade for high school credit), Fundamentals of Computer Science in 8th grade for high school credit, Principles of Architecture for high school credit.
 - DNG & AHS - Law Enforcement 1, AHS only- Certified Medical Assistant, Law Enforcement 2, Practicum of Graphic Design, Virtual Business, Human Resources Management, Political Science 1 & 2, Criminal Investigation, Computer Science 3 (prerequisite is AP Comp Sci A), Practicum of AG.
 - Partnered with Weatherford College to offer Technical Dual Credit Courses: Level 1 Welding Certification, Business Management courses and Cosmetology (working toward an Applied Associates of Science Degree)
- **Health Science**
 - 45 students earned CMA
 - 5 students earned the additional EKG Tech Certification
 - 7 students earned the additional Phlebotomy Certification
 - 45 students earned a HIPAA Certification
 - 41 students earned a Bloodborne Pathogens Certification
 - 48 students earned a CPR / BLS Certification
 - HOSA Competition -
 - 14 State qualifiers in Medical Math, Medial Reading, Clinical Nursing, and HOSA Bowl
 - 5th place State Winner in Clinical Nursing
 - 1st place State Winner in Health Career Photography
 - 1 National Qualifier in Health Career Photography
- **Graphic Design**
 - 67 students earned Adobe Photoshop Certification
 - 55 students earned Adobe Illustrator Certification

- 3 students earned Adobe InDesign Certification
- **Business**
 - 63 students earned Microsoft Word Certification
 - 60 students earned Microsoft PowerPoint Certification
 - 32 students earned Microsoft Excel Certification
- **AG - Plant Science**
 - 29 students earned Tx State Floral Association Level 1 & 2 Floral Design
- **AG-Animal Science**
 - 1 Certified Veterinary Assistant (CVA)
- **Cosmetology**
 - 2 students earned Cosmetology Operator License
- **FFA**
 - \$17,000 awarded to senior students from Ag Backers Alumni for college
 - \$88,425 in sale show animals and Ag Mech projects
 - \$18,500 scholarships in Agriscience Fair Competitions
 - LDEs - (Leadership Development) -12 teams, 4 Area Qualifiers, 1 State Qualifier
 - CDEs -(Career Development)- 11 teams, 7 State Qualifiers
 - SDEs - (Speech Development)-1 speaker, 1 Area Qualifier
 - Agriscience Fair - 3 National Qualifying Projects, & Projects competed at State Convention
 - 40 Livestock Participants
 - 7 Ag Mechanics Projects
 - 35 Contests attended
 - 44 Degrees Awarded
 - Texas FFA Star Awards- 2 District Qualifiers, 1 Area Qualifier, 1 State Qualifier
 - 7 Community Service Projects
 - 2- FORD Leadership Scholars
 - National Charter Award- 3 Star (Growing Leaders Finalist)
- **Robotics**
 - 2nd year in a row - all 3 Robotics teams advanced to Regional Championships
 - Team 6566 Advanced to the UIL State Championship and FIRST State Championships
 - 2 students Dean's List Award- 1 semi-finalist in North Tx, 1 finalist in North Tx, 1 advanced to National level.
 - Team 6566
 - 1st place Innovate Award - UTD Qualifier
 - 2nd place Connect Award- UTD Qualifier
 - 1st place Inspire Award- Springtime Sky Qualifier
 - 2nd place Connect Award- Springtime Sky Qualifier
 - 2nd place Control Award-Springtime Sky Qualifier
 - 1st place Design Award- Crowley Qualifier
 - 2nd place Think Award- Crowley Qualifier
 - 2nd place Motivate Award- N. TX Regional Championships
 - Team 13811
 - 1st place Innovate Award- Springtime Sky Qualifier
 - 2nd place Design Award- Springtime Sky Qualifier
 - 1st place Inspire Award- Crowley Qualifier
 - 2nd place Connect Award- Crowley Qualifier

- 2nd place Innovate Award- Crowley Qualifier
 - 3rd place Connect Award- N.TX Regional Championships
- Team 9161
 - 1st place Control Award- UTD Qualifier
 - 2nd place Think Award-UTD Qualifier
 - 1st place Control Award - Springtime Sky Qualifier
 - 2nd place Inspire Award - Springtime Sky Qualifier
 - 1st place Control Award- Crowley Qualifier
 - 2nd place Inspire Award- Crowley Qualifier
- **Debate Team**
 - 2- Lincoln Douglas Debate- UIL Regionals
 - 2- Cross Examination (Policy) - UIL Regionals
- **Art**
 - 2 students qualified for State in Visual Arts Scholastic Event (VASE)
 - 45 students medaled at Visual Arts Scholastic Event (VASE)
 - 1st place - Sports Category ATPI Photography- Rising Star
 - 2nd place - Landscape Category- ATPI Photography- Rising Star
 - 17 students placed in WAA competition in Art, sculpture and Photography -(2-1st place, 2- 2nd place, 4-3rd place, 9- Honorable Mention)
- **Choir**
 - Choir 2 students qualified for region honor choirs and advanced to the Area Level of the TMEA All-State Process-all auditions were online.
 - 26 solos and 1 ensemble advanced to the All-State Solo and Ensemble Competition.
 - 1 student – Earned the Outstanding performer award. Each judge is only allowed to award this honor to 1 student.
- **Journalism**
 - Best of Yearbook 2020 - Balfour Publishing
 - Best of School Newspapers Online- News Story April 2021
 - UIL District -1st place Journalism Team
 - UIL District - 5 - 1st place winners
 - UIL District - 3- 2nd place winners, 1- 3rd place winner, 3- 4th place winners, 2- 6th place winners
 - UIL Regionals - 2nd place 5A Journalism Team
 - UIL Regionals- 2- 1st place winners, 2- 2nd place winners, 1- 4th place winner, 1- 6th place winner
 - UIL State - 2nd place 5-A Journalism Team
 - UIL State- 1st place Headline, 4th place Feature
 - 2nd Place Best in Show - Ledoian, Large yearbooks- Tx Assn of Journalism Educators Fall Fiesta
 - 3rd place Best in Show- Cat's Eye News - Tx Assn of Journalism Educators Fall Fiesta
 - 8 superior ratings in Best in Texas -Tx Assn of Journalism Educators
 - 2 excellent rating in Best in Texas-Tx Assn of Journalism Educators
 - 7 Honorable Mention ratings in Best in Texas- Tx Assn of Journalism Educators
 - 1-1st Place Beginning Landscape at ATPI Photo Contest
 - 7 Honorable Mention at ATPI Fall Photo Contest First Honorable Mention at ATPI Fall Photo Contest
- **Theatre**
 - 2021 State Qualifier - Division 2 UIL Theatrical Design for Man of La Mancha
 - Semi-Finals in Division 2 Narrative
 - UIL One Act play
 - District Awards include: Best Tech Crew Member, Best Tech Crew, Honorable Mention in Acting
 - 2- All-Star Cast Awards

- Bi-district Awards include: All-Star Cast, Honorable Mention in Acting, Outstanding Crew Member.

- **Athletics**

- Football
 - 10th State Championship (UIL State Record)
 - 14 Academic All-State (student-athletes), 6 Academic All-State (student trainers)
- Softball
 - State Silver Medal winners Class 5A
 - 1 Academic All-State
- Boys Basketball
 - 1 Academic All-State
- Boys Track and Field
 - 3 Class 5A state bronze medalists (high jump, pole vault, 200 m)
 - 5 Academic All-State
 - Girls Track and Field
 - 7 Academic All-State
- Boys Soccer
 - 3 Academic All-State
- Girls Soccer
 - 5 Academic All-State
- Girls Golf
 - State qualifying team
- Baseball
 - 7 Academic All-State

Student Achievement Strengths

- Student Leadership opportunities
- Multiple student awards and honors
- Collaborative teams increased in proficiency in the three big ideas of a PLC: Focus on Learning, Focus on Collaborative Culture and Focus on Results
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week
- Growth was evident in all four district look-fors

Despite the challenges that COVID-19 has placed on all stakeholders, the following strengths are shown in AISD's state assessment data.

- SPED, LEP, Hispanic and African American data all showed increases at the masters level in both reading and math from 2018 to 2021
- From 2018-2021, the gap between the All Students group and SPED, LEP, Hispanic and African American decreased in 19 out of 24 (79%) performance levels across reading and math
- The gap between Economically Disadvantaged and the All Students group maintained within a range of 3% positive or negative from 2018 to 2021
- 5 out of 6 performance levels increased in the area of SPED reading and math
- 4 out of 6 performance levels maintained or increased in the area of LEP reading and math
- 4 out of 6 performance levels increased in the area of Hispanic reading and math
- 4 out of 6 performance levels increased in the area of African American reading and math

Needs

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and ESL in all core areas
- Continue to provide professional development opportunities aimed at increasing student achievement
- Critical Writing across content area training
- Each student will make one-year growth in reading and math
- Continue to provide support for PK-2 early literacy
- Provide targeted intervention for students below grade level in reading and math with a specific focus on the gaps in math evidenced through local and state assessment data
- Continue to provide opportunities for identifying students for the Gifted and Talented program and for advanced academics participation

ESSA Federal Funding will be utilized as follows:

Title I, \$151,000: Instructional specialist salary and school supplies for homeless students

Title II, \$80,000: Professional Learning for all staff

Title III, \$17,000: Supplies, tutoring, and professional learning

Title IV, \$21,000: Professional Learning - Capturing Kids Hearts

District Culture and Climate

District Culture and Climate Summary

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

The districts' survey company, Panorama, conducted three surveys during the 2020-2021 school year: a parent survey, an all-staff 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 at the transition grades (i.e., entering kindergarten, elementary to intermediate, intermediate to middle school, and middle school to high school). Aledo ISD has four Title I campuses: Annetta, Walsh, McCall and Coder Elementary. Each Title I campus hosts special events for parents.

Student safety remains of paramount importance to Aledo ISD and has been demonstrated by:

- Every campus completed the following drills in 2020 - 2021
 - Evacuation (fire) Drill once per month (Sept. – May)
 - Evacuation (reverse) Drill once per semester
 - Lockdown Drill once per semester
 - Severe Weather Drill once per semester
 - Shelter in Place once per semester

Elementary campuses emphasize character development through:

- Capturing Kids' Hearts
 - Vandagriff Elementary was recognized as a National Showcase School for Capturing Kids Hearts.
- Classroom lessons provided by the counselor
- Student Council
- WATCH D.O.G.S. (Dads of Great Students) which involves fathers and father figures to help create a safe and secure learning environment.

Secondary campuses emphasize character development via:

- McAnally, Aledo Middle School, and Daniel Ninth Grade Campus (DNGC) utilize Capturing Kids' Hearts.
- Aledo Middle School "Difference Maker" program recognizing students who make a positive impact on campus.
- DNGC- Rachel's Challenge establishes a safe learning environment for students.
- Leading Ladies at DNGC and Aledo High School. McAnally Intermediate has adopted this program as Little Ladies.
- Also at the DNGC, the Top Cat Award is awarded to students who exemplify positive character traits.
- Aledo Middle School has a Teen Leadership course.
- Aledo High School has a Peer Assistance Program where high school students work with elementary students and with special education students at the high school.
- McAnally, Aledo Middle School, and DNGC utilize WATCH D.O.G.S as well.

Safe and Drug-Free school activities, as approved by the districtwide School Health Advisory Committee (SHAC), are conducted annually at all campuses. Below is a partial listing of activities at varied campuses in the district.

- Digital Citizenship Week (Districtwide)

- Red Ribbon Week Activities (Districtwide)
- National Night Out (Districtwide)
- Prescription Drug Awareness Program (Bring in prescription drugs that have expired.)
- Drug and Alcohol Program (High School)
- Vaping Awareness (Middle School and High School)
- Suicide Prevention
- P.S. It's My Body/Always Changing
- Shattered Dreams Program
- Texas School Drug Survey
- CATCH Curriculum
- Project Celebration (Senior Class)
- Start with Hello (Sandy Hook Promise)

Community outreach activities include:

- Daddy Daughter Dance
- Donuts with Dad (Kindergarten)
- Muffins with Mom (Kindergarten)
- BooHoo Yahoo Breakfast (Kindergarten)
- Mother/Son Activities (Nerf wars, movies, rollerskating)
- Musical performances
- Grandparents' Day
- Theatrical performances
- Book Fair
- Student artwork / schoolwork displayed in various buildings throughout the district
- Counselor Coffee Talks
- Parenting University
- Connections Mentorship Program
- Herdwise (program with horses for kids with special needs or loss offered by the counselor)
- Evening with the Arts (districtwide)
- STEAM Carnival
- Cowtown- Runner's Club
- PTO Food Drive
- College Fairs and community guest speakers
- Bearcat Nation 101
- Special Needs Expo for transition services for special education students
- Sipping with Susan (Superintendent/community meetings)
- SilverCats (Senior citizen/ student mentor program)
- Comfort Dog (help students social and emotional needs)
- High school student presence at elementary level

District Culture and Climate Strengths

- Safe and secure learning environment
- Student Council Leadership Programs across the district
- Community, parents, and staff have high expectations for student achievement in all areas
- Programs related to internet safety and bullying
- High level of parent and community involvement
- High level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Aledo PTO
- Expanded random drug testing to include tobacco usage (all UIL participants) and added for grades 7 and 8 for 2021-2022

Needs:

- Encourage greater parent participation in the use of district-provided online resources (parent portal, teacher website, online textbooks)
- Continue to implement greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students (e.g. hazardous materials spill, active shooter)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the 2020-2021 PEIMS staff summary data of the Aledo ISD teaching staff, 74.4% holds a Bachelor's Degree, 25.4% holds a Master's Degree, and 0.1% have attained a Doctorate.

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

Beginning – 4.9%
1 to 5 years - 23.4%
6 to 10 years - 20.0%
11 to 20 years - 34.8%
Over 20 years - 16.9%

The average years of teaching experience for Aledo ISD teachers was 11.9 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 2020-2021 was 12.5% for professionals and 16.25% for paraprofessionals with 34 staff members retiring or resigning. The turnover rate for teachers in the 2020-2021 school year was 13.25% with 61 Teaching/Library staff members retiring or resigning. The turnover rate for our auxiliary staff to include maintenance, transportation and child nutrition was 15.0%.

District hiring procedures include: posting of positions on the district website, social media, Indeed.com 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. All campus and Bearcat Leadership Team (BLT) members have received formal training in conducting interviews. Administrative positions follow the same procedures with the addition of a central office interview process.

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

To support recruitment and retention, Aledo ISD partners with Camp Fire to provide daycare at a discounted rate for ages four and up on districtwide professional learning days during the school year. In addition, teachers and other personnel have the opportunity to enroll in a district-operated daycare for children ages three and four.

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 2020-2021 school year there were 422 nominations submitted.

Staff Quality, Recruitment, and Retention Strengths

- 274 teachers have acquired ESL certification
- 71.70% of teachers have 6 or more years of experience
- Support program for new teachers with three or less years experience, including a paid mentor

- A wide variety of professional learning opportunities are offered

Needs:

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2020-2021 school year, the following areas were identified as our district focus areas for the 2020-2021 school year:

- Ensuring academic progress/growth for all students
- Increasing proficiency in critical writing across all content areas

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 and Relevance, 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 in in-person learning environments for the 2021-2022 school year:

- Framing the Lesson
- Daily Critical Writing
- High-Yield Formative Tasks

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

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

Curriculum, Instruction, and Assessment Strengths

- District developed Empower 2021, a Virtual Summer Professional Learning Academy. Staff completed 1,243 courses totaling 2,623 professional learning hours during the summer of 2021.
- 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. During the 2021-2022 school year all PK-2 grade teachers will participate in Reading Academies as required by House Bill 3.
- The Gifted and Talented Program added a GT Coordinator to build capacity in the GT department and one additional GT Specialist to serve kindergarten through sixth-grade students.
- The GT department purchased Project GT to manage and track student data, store documentation, work samples, and parent consent forms.
- Campus GT Specialists will partner with grade-level collaborative teams to offer support in creating and implementing extension activities for proficient students, regardless of student identification.
- Using the GT Allotment, the district approved the purchase of new curriculum materials for students in kindergarten through 6th grade.

- District hired an Advanced Academics Coordinator to build capacity in advanced academics at the secondary level.
- District implemented additional advanced academic courses aimed at increasing our number of National Merit Scholarship winners.
- 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 more 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.
- District hired additional Special Education Instructional Facilitators to ensure high-quality instruction for students receiving special education services through coaching, modeling, and providing support to general education and special education teachers. SPED Instructional Facilitators were moved to the elementary campuses to support a deeper understanding of co-teach and consistency of instructional support for educators.
- Two SPED staff members (teacher and paraprofessional) were recognized as districtwide Circle of Greatness Employees at the 2021 Convocation.
- District hired dyslexia personnel in order to meet the growing student population of students receiving dyslexia services.
- District moved part-time employees to full-time positions (Diagnosticians/ Speech Therapists) in an effort to meet the ARD required services of students receiving special education as our student population grows.
- The district established written processes via a Google Site to ensure consistency in districtwide systems and communication for all Special Programs.
- District purchased ESL classroom materials for the new Annetta Elementary campus. Personnel has been adjusted to align to the number of emergent bilingual students on each campus.
- Bi-monthly ESL collaborative team meetings were established during the 2020-2021 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:

- 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 backwards design process to ensure that classroom instruction is aligned to the rigor of district assessments.
- Continue to build leadership capacity in the Professional Learning Community (PLC) process.
- Continue to refine our district Response to Intervention (RtI) process.
- Continue to add Instructional Specialists at the secondary level that are content specific to maximize the impact at each campus.
- Continue to add SPED teachers as the number of students receiving special education services continues to grow and to support a highly effective co-teach model.
- Add related service providers (such as Speech, Occupational Therapists) to meet the ARD required services of students receiving special education as our student population grows.
- Continue to add Special Education Instructional Facilitators until we have one for each campus.
- Continue to add Dyslexia teachers as our students receiving dyslexia services continue to grow.
- 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 refine our GT program in order to meet the unique needs of our student population.
- Continue to add campus GT specialists until we have one at each elementary campus to better serve the needs of identified students and all students by facilitating extensions and differentiation.
- 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.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

The Aledo Education Foundation has awarded more than \$2.1 million in grants to district teachers representing all campuses and to the AISD for non-curricular programs. These grants range from the incubators and a rock climbing wall to robotics and STEAM materials. The district benefits from a close working relationship with community organizations such as the Aledo Children's AdvoCats. Service projects, such as clothing drives, are conducted throughout the year at campuses to support the AdvoCats as they actively serve the needs of families in our community. Local churches have implemented the Snack Pack Program for students in kindergarten through 6th grade and provided mentorship opportunities. The Aledo PTO provides opportunities year round for AISD families to support district staff and organizes an annual food drive 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 the end of the 2020-2021 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, Daddy-Daughter Dances, Mother-Son movie night, Aledo Lions Club Youth Football & Basketball, Lions Club Charity Dinner, Aledo Youth Football and Cheer Association, Campfire USA, TAV Club Volleyball, Ride for Heroes, Aledo Advocats/Run-Walk-Crawl and Bearcat Bootcamp.

Parent and Community Engagement Strengths

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

Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups
- Continue to solicit parent input and feedback on committees and surveys
- Continue outreach activities for the senior citizens in our community

District Context and Organization

District Context and Organization Summary

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool. Aledo ISD received the state's highest financial integrity rating for the 17th consecutive year.

The district serves students from the Early Childhood Special Education (ECSE) through 12th grade. AISD staff includes 57% teachers, 12% professional support, 6% educational aides, 3% campus administration, 2% central administrative staff, and 20% auxiliary staff.

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 level. For the 2020-2021 school year, 153 new staff members (including 85 new teachers) were added to the Aledo ISD family.

Student-to-teacher ratio in Aledo ISD during the 2020-2021 school year was 17 students per teacher for all campuses.

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 comprised of staff, parents, business, and community members.

District and campus information is disseminated through multiple sources such as the AISD website, Blackboard, Parent Link, the Aledo ISD smartphone application, the Bearcat Blast, and social media. The online Parent Portal system is available for parents to view grades, assignments and attendance. Some teachers use messaging applications such as Remind, Class Dojo, and Seesaw to communicate directly with students and parents at home.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2020-2021 school year, 12 students participated in the program. This was a significant decrease due to COVID campus restrictions concerning volunteers on campus. Feedback forms from all participants indicate program success for individual students with this program.

The district maintains a Bearcat Backers program, with approximately 27 members, establishing relationships between local businesses, the school district, and the campuses. The program enhances communication and cooperation with a common goal for student success. Area business leaders and universities participate in a College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in a Career Fair and College Fair at Aledo High School.

District Context and Organization Strengths

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- FIRST Superior financial rating for 17 consecutive years with a district score of 100%.
- Aledo ISD New Year Teacher Mentor Program
- Aledo Learning Center serves students who are at-risk of dropping out – 34 students graduated from ALC in 2020-2021

Needs:

- Continue efforts to reduce class size waivers and class sizes across all grade levels and content areas, specifically secondary.
- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning

Technology

Technology Summary

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

Technology Strengths

- Our district currently has two learning management systems available for teachers and students – Canvas and Seesaw.
- Students and staff have the ability to use Class Link-Launchpad (single sign on) that 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.
- All professional staff members are required to complete a 3 hour technology training designed to create meaningful opportunities for integration in the classroom as well as a 3 hour blended learning training that will help teachers design instruction that combines technology and content.
- Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- The Curriculum and Instruction department has continued to implement Future Ready Aledo, which focuses on leveraging technology to support the 4 Cs: Creativity, Collaboration, Communication, and Critical Thinking.
- Wireless access points districtwide provide excellent coverage for portable devices.
- Our district upgraded internet connection from 1 Gbps to 10 Gbps to stay ahead of increasing bandwidth requirements.
- 70-inch interactive Promethean boards are in every classroom.
- Every student receives digital citizenship instruction. 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, before and after school training opportunities are offered during the school year.
- We have a strong supportive technology department at the district level.
- Google Apps for Education will continue to be used by staff and students.
- The district implemented Cisco Webex platform districtwide to support remote learning and virtual professional development.
- We use KnowBe4 to provide districtwide cyber security training to educate and inform staff on potential cyber risks.
- Implemented 1:1 device plan for students K-5. Students 6-12 have the option of checking out a district device or bringing their own (BYOD).
- Provided equitable access to specialty apps such as Adobe Creative Cloud, AutoCad, etc. to all learners.

Needs:

- Continue to strengthen 1:1 implementation plan
- More Technology Department staff is needed to support 1:1 implementation
- Strengthen new teacher training for available technology/programs
- More Instructional Technology staff to support at the campus level
- Strengthen our staff cyber security awareness

Priority Problem Statements

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

Root Cause 1: Alignment and consistent focus over time on research-based instructional practices should continue to be emphasized for systemic implementation for the benefit of every student.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

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

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

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data





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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.





Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2022.





Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details	Reviews			
<p>Strategy 1: 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, and So That I Can, with fidelity, by June 2022. Staff Responsible for Monitoring: Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2022. Staff Responsible for Monitoring: Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2022, 88% 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			
<p>Strategy 1: Collaborative Teams will:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 88% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2022, 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.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 93% of collaborative teams districtwide will rate at the Developing level on Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review cells are empty			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2022, 85% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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


Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 85% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review cells are empty			
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Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.


Performance Objective 1: The percentage of students participating in all athletic programs by male/female and by subpopulations will reflect the percentage of overall enrollment in grades 7-12 in the 2021-2022 school year.


Evaluation Data Sources: Male/female and subpopulation percentages of athletes in grades 7 through 12 will reflect the percentage of the general population by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on student interest additional sports will be added in grades 7 through 12.</p> <p>A. Boys and girls wrestling will be added for grades 9-12 in 2021-2022 school year and participation tracked by gender and subpopulations.</p> <p>B. Girls powerlifting will be added for grades 9-12 in 2021-2022 school year and participation tracked by subpopulations.</p> <p>C. Middle School soccer began in April 2021 and will continue for grades 7 & 8 and participation will be tracked by gender and subpopulations.</p> <p>Strategy's Expected Result/Impact: Male/female and subpopulation percentages of athletes in grades 7 through 12 in all athletic programs will reflect the percentage of the general population by June 2022.</p> <p>Staff Responsible for Monitoring: Athletic Director; Head Coaches of all sports and assistant coaches of all sports</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The Aledo ISD Police Department will assist Aledo High School and Daniel 9th Grade administration teams in the implementation of the student identification badge program through active monitoring of student compliance on a weekly basis, reaching 100% student compliance by June 2022.





Evaluation Data Sources: By June 2022, 100% of students in grades 9 through 12 will comply with the student ID badge program on a daily basis.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. At least once per week, at both AHS and DNG, Officers will monitor morning student entry at a highly trafficked entry point to determine compliance with the district's student ID badge program. Officers will remind students to display their ID badges, document compliance levels, and direct those students not in compliance in displaying their issued ID to the school administration to obtain temporary identification.</p> <p>B. Compliance level totals will be reported to AHS and DNG administration team on a weekly basis.</p> <p>Strategy's Expected Result/Impact: Student Compliance by December 2021 will be at 90% Student Compliance by February 2022 will increase to 95% Student Compliance by June 2022 will increase to 100%</p> <p>Staff Responsible for Monitoring: Chief of Police AHS and D9GC Police Officers Executive Director of Student Services AHS and D9GC Administrators AHS and D9GC Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: The Communications Department will develop and maintain an internal district events calendar to increase promotion of the district and engagement of all stakeholders by June 2022.





Evaluation Data Sources: A 2021-2022 districtwide calendar of all non-athletic district events will be developed and maintained from August through June.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Create an internal districtwide events calendar that all campus administrators and department heads can access and is user friendly by September 2021. B. Maintain and promote the districtwide events documented on the calendar each month from September through June. C. Train campus administrators and department heads to utilize and submit campus/department events for the districtwide calendar.</p> <p>Strategy's Expected Result/Impact: A 2021-2022 districtwide calendar of all non-athletic events will be developed and maintained from August through June.</p> <p>Staff Responsible for Monitoring: Director of Communications Secretary for the Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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 Child Nutrition Department will develop and implement a student and parent survey system to receive continuous ratings for food taste, quality, and appearance as well as customer service during the 2021-2022 school year.





Evaluation Data Sources: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. STUDENT SURVEY: Each campus child nutrition manager will randomly pass out comment cards during meal times to approximately twenty to twenty-five students each month. Comment cards will include ratings for food taste, quality and appearance as well as customer service, and a comment section on ideas for improvement and additional comments.</p> <p>B. PARENT SURVEY: Fifty parents of students who regularly eat in the cafeteria will receive an email invitation to complete an online customer satisfaction survey each month. Surveys will also be available through a link on the child nutrition website page and/or through Bearcat Blast. Surveys will include ratings for food taste, quality and appearance as well as customer service, accessibility to nutritional and department information, pricing, and a comment section on ideas for improvement and additional comments.</p> <p>Strategy's Expected Result/Impact: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.</p> <p>Staff Responsible for Monitoring: Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: The Technology Department will receive an average grade of "A" based on grading system of closed help desk ticket surveys.





Evaluation Data Sources: Closed help desk tickets will receive an average grade of "A" by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Each technology help desk ticket requester will receive a short customer satisfaction survey after each ticket is closed.</p> <p>Strategy's Expected Result/Impact: Technology help desk tickets will be addressed in a timely and effective manner resulting in an average grade of "A" by June 2022.</p> <p>Staff Responsible for Monitoring: Technology Help Desk Staff Director of Technology Chief Financial Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 6: Aledo ISD will maintain the staff retention rate, by each position category, for the 2020-2021 and 2021-2022 school years.





Evaluation Data Sources: The employee district retention rates, by position category, will be maintained for the 2020-2021 and 2021-2022 school years.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. The HR department will redesign staff exit surveys to help the District recognize patterns in district retention rates in order to make positive changes to reduce attrition for all employee groups. B. Teachers with three or less years of experience who are new to our district will be part of the New Teacher Mentor Program and will complete a written satisfaction survey at the end of their first year of teaching. C. Through a partnership grant from the Texas COVID Learning Acceleration Supports (TCLAS), we will provide up to three paraprofessional grants to complete an alternative certification program or a bachelors degree in order to develop a pipeline of certified teachers from our paraprofessional staff. D. Through a Google form, we will document all staff recognition opportunities at the campus and district level.</p> <p>Strategy's Expected Result/Impact: Maintain or decrease district retention rates in all job categories (professional, paraprofessional, auxiliary). To document all staff recognition opportunities at the campus and district level.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent Executive Director of Human Resources</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 7: 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Additions, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy, will be completed on time and within the Board approved budget for each project.

Evaluation Data Sources: Expenditure records for the 2019 bond program will document the completion of all projects on time and within the Board approved budget for each project.
 Certificates of Occupancy for each project, McAnally Middle School, Aledo Middle School Renovation/Additions, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be in place by August 2022.


Strategy 1 Details	Reviews			
<p>Strategy 1: A. On going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project no later than August 2022 and within budget.</p> <p>Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects on time and within budget by August 2022.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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 business office will receive the highest ratings available on five (5) key indicators by June 2022.


Evaluation Data Sources: School FIRST Rating, Annual Financial Audit, Budget Year-End Results, Bond Ratings, and Comptroller Transparency Stars

Strategy 1 Details	Reviews			
<p>Strategy 1: A. CFO will oversee the financial aspects of Aledo ISD in order to maintain a superior rating on the School FIRST indicator rating system. B. Business Office staff will ensure a complete and accurate financial audit will be conducted for the Aledo ISD. C. Aledo ISD will not have a deficit budget at the completion of the 2021-2022 fiscal year. D. Aledo ISD will maintain its bond ratings of AA for the 2021-2022 fiscal year. E. Aledo ISD will maintain the Comptroller's Transparency Star for Traditional Finances.</p> <p>Strategy's Expected Result/Impact: For the 2021-2022 school year, Aledo ISD will maintain a School FIRST rating of Superior, receive a "clean" audit, will not have a deficit budget at the completion of the school year, will maintain its bond ratings of AA and the Comptroller's Transparency Star for Traditional Finances.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Business Manager Accountant/Purchasing Coordinator District PEIMS Coordinator Pattillo, Brown & Hill audit firm</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			

 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: Utilize the data generated by the SchoolDude system to actively and strategically manage the Maintenance Department and the facilities in the District on a weekly basis from August 2021 through August 2022.





Evaluation Data Sources: SchoolDude System will indicate no more than a total of 300 open work orders at any one time and all work orders will have an average completion rate of 7 days or less by June 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Facilities Manager will monitor the status of work orders and supervise the maintenance crew to manage work production. 2. Facilities Manager will conduct morning department meetings to inform the crew of open work order status and hold weekly review meetings with the maintenance department.</p> <p>Strategy's Expected Result/Impact: SchoolDude System will indicate no more than a total of 300 open work orders at any one time and all work orders will have an average completion rate of 7 days or less by June 2022.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Facilities Manager Maintenance Secretary Maintenance Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: The Transportation Department will have a combined total student wait time and ride time for each student that does not exceed seventy-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2021-2022 school year.

Evaluation Data Sources: List of total student wait time and ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2021-2022 school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: A. The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus. B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain meeting minutes to review data and make necessary adjustments to meet the established standard. C. Weekly Transportation Department meetings of the Transportation Director and Chief Financial Officer will include a detailed review of issues including;</p> <ol style="list-style-type: none"> 1. a bus being late three or more days for drop off or pick up 2. students not arriving in time to eat breakfast 3. any student's total wait time and ride time exceeding 75 minutes <p>D. Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards. E. Fifty parents of students who regularly access bus transportation will receive an email invitation to complete an online customer satisfaction survey each month. Items will include timely communication to parents, student safety, and student experience on the bus. Surveys will also be available through a link on the transportation website page and/or through Bearcat Blast.</p> <p>Strategy's Expected Result/Impact: Student total wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2022. Parent survey results will be reviewed throughout the 2021-2022 school year in order to set additional short and long term goals.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Transportation Director Route Coordinator Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 11: The total spring 2022 enrollment for all students and the subgroup of economically disadvantaged students will increase by 3%, for grades 6 through 12, in all advanced, Pre-AP, AP, Dual Credit, and OnRamps courses by June 2022.

Evaluation Data Sources: Spring 2022 enrollment for all students and economically disadvantaged students in all advanced courses.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Targeted recruiting will begin at grade 5 based upon identified criteria for each advanced course including assessment data, grades, and teacher recommendation. B. Parent presentations during the annual course registration process related to advanced course benefits and opportunities will be delivered to students and parents at McAnally, Aledo Middle School, Daniel 9th Grade Campus, and Aledo High School with recordings posted online. C. Advanced Academic Coordinator will host/participate in a minimum of ten events for students in order to explain, recruit, and support students as they consider, enroll and participate in all advanced courses and prepare for college readiness in grades 6 through 12. D. Advanced Academic Coordinator will develop an advanced academics website, utilize social media Facebook, Remind, and Twitter accounts that reach both parents and students with a minimum five posts each month, August through June.</p> <p>Strategy's Expected Result/Impact: The total spring 2022 enrollment for all students and economically disadvantaged students in all advanced, Pre-AP, AP, Dual Credit, and OnRamps courses will increase by 3% for grades 6 through 12 by June 2022.</p> <p>Staff Responsible for Monitoring: Campus Counselors Campus Principals Advanced Academic Coordinator Executive Director of Student Services and Safety Assistant Superintendent of Curriculum and Instruction</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

District Wide Effectiveness Improvement Committee - DWEIC

Committee Role	Name	Position
District-level Professional	Amber Crissey	Assistant Superintendent of C & I
District-level Professional	Susan Bohn	Superintendent
Classroom Teacher	Kris Grugurich	AHS Teacher
Classroom Teacher	Cathy Williams	AHS Teacher
Classroom Teacher	Jamie Rinehart	AHS Teacher
Classroom Teacher	Lindsey Coomer	ALC Teacher
Classroom Teacher	Elisha Woodson	Daniel Ninth Grade Teacher
Classroom Teacher	Wendy Petersen	Daniel Ninth Grade Teacher
Classroom Teacher	Robin Newkirk	AMS Teacher
Classroom Teacher	Paula Boldt	AMS Teacher
Classroom Teacher	Jessica Boyer	Vandagriff Teacher
Classroom Teacher	Joni Myres	McAnally Teacher
Classroom Teacher	Amanda Douglas	McAnally Teacher
Classroom Teacher	Mindy Keating	Vandagriff Teacher
Classroom Teacher	Lindsay Wright	Coder Teacher
Classroom Teacher	Stacey Israel	Coder Teacher
Classroom Teacher	Rebekah Getz	Stuard Teacher
Classroom Teacher	Katie Harbour	Stuard Teacher
Classroom Teacher	Liz Garcia	McCall Teacher
Classroom Teacher	Tina Shoptaw	McCall Teacher
Classroom Teacher	Audrey Mann	Walsh Teacher
Classroom Teacher	Bobby Taylor	Walsh Teacher
Classroom Teacher	Kayla Cope	Annetta Teacher
Classroom Teacher	Kelly Price	Annetta Teacher
Non-classroom Professional	Ron Shelton	Stuard Principal
Non-classroom Professional	Jake Bean	McCall Assistant Principal
District-level Professional	Lynn McKinney	Deputy Superintendent
Parent	Heather Cohea	Parent

Committee Role	Name	Position
Community Representative	DeeAnne Younkin	Community Representative
Business Representative	Carma Chisam	Business Representative
Parent	Chrystal Bissett	Parent
Parent	Kelly Stevens	Parent
Business Representative	Janet Coble	Business Representative
Community Representative	Shawn Callaway	Community Representative

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA*PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	*Local Education Agency Deputy Superintendent Executive Director of Student Services and Safety Campus Administrator Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. Dropout Prevention	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual 	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 			
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Executive Director of Student Services and Safety	Individualized student plans
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities 	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Curriculum & Instruction Executive Director of Student Services and Safety CTE Director Secondary Principals Counselors	Course Handbook/Selection Materials Web based resources
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p>	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 		<p>Curriculum and Instruction</p> <p>Executive Director of HR</p>	
<p>11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children</p> <ul style="list-style-type: none"> • Sexual abuse • Sex trafficking 	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Deputy Superintendent</p> <p>Executive Director of Student Services and Safety</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>
<p>12. Student Welfare: Crisis Intervention Programs & Training</p> <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures ○ Trauma-informed care ○ Trauma-informed training for all staff • Training for teachers, school counselors, principals and all other appropriate personnel. 	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Executive Director of Student Services and Safety</p> <p>Counselors</p>	<p>The school will follow Board Policy FFB and FNF.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	<p>TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831</p>	<p>Deputy Superintendent Executive Director of Student Services and Safety Campus Administrators Counselors</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director</p>	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
16. Mandate law enforcement duties of varies types of security personnel	SB1707 BQ(LEGAL) CKE(LOCAL)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
17. Gifted and Talented <ul style="list-style-type: none"> • Student Services • Annual evaluation reporting • Family/community involvement • Staff/Board training 	TAC Chapter 89 Subchapter A EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LEGAL) EHBB (LOCAL)