

**Aledo Independent School District**  
**Stuard Elementary**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

The mission of the Aledo Independent School District is to ensure high levels of learning for all students.

## Vision

Growing greatness through exceptional experiences that empower learners for life.

**Show Greatness**

**Share Greatness**

**Grow Greatness**

# Table of Contents

- Comprehensive Needs Assessment 4
  - Demographics 4
  - Student Achievement 4
  - School Culture and Climate 6
  - Staff Quality, Recruitment, and Retention 8
  - Curriculum, Instruction, and Assessment 9
  - Parent and Community Engagement 11
  - School Context and Organization 12
  - Technology 13
- Priority Problem Statements 14
- Comprehensive Needs Assessment Data Documentation 15
- Goals 17
  - Goal 1: How We Teach: Delivery of Instruction 18
  - Goal 2: Professional Learning Community Actions 20
  - 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. 23
- Campus Advisory Committee 27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stuard Elementary is a campus serving Kindergarten through 5th grade. There are 57 staff members: 36 teachers, 12 professional support, 2 campus administrators, 4 educational aides, and 3 specialists (instructional, reading and intervention).

Our campus is 82.42% White, 10.6% Hispanic, 5.15% Two or more races, 1.07% African American, .53% Asian, and .18% American Indian or Alaskan Native. There are 11.01% of students receiving Special Education services and 7.79% of our students are served in the Gifted and Talented Program. The campus is 4.78% Economically Disadvantaged, 5.84% At-Risk, and .87% English Learners. Our attendance rate is 96.84%. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

### Demographics Strengths

- The student population has been consistent in comparison data for the last three years.
- Although there has not been a large shift in our demographics, our student needs are changing. Student diversity is increasing slightly each year and we must meet the needs of all students.

### Needs:

- Continue working on closing the performance gaps of subgroups.
- Increase student writing opportunities across all content areas.

# Student Achievement

## Student Achievement Summary

Our overall Accountability Rating was an A with distinctions in ELA/Reading, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gaps. Student Achievement had been consistent in most areas and we had major increases in every category of our STAAR assessments.

- Number of Students at Approaches Grade Level Standard or Above increased from 91% to 95%
- Number of Students at Meets Grade Level Standard or Above increased from 68% to 80%
- Number of Students at Masters Grade Level Standard or Above increased from 40% to 57%
- Special Education at Approaches Grade Level or Above increased from 55% to 76%

Assessment is used to guide instruction. Grades K-2 use DRA and mClass to determine reading levels and all grades use Lexia as an online supplemental resource. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science and writing. Tutorials and small group instruction are provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing and science for our economically disadvantaged, Special Education and EL students.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, DRA, mClass, MAP Growth and online supplemental resources such as IXL and Lexia Core 5 for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports and RTI process monitoring records.

## Student Achievement Strengths

- Teachers are able to meet the academic needs of the students. This is a school-wide effort from Kindergarten to fifth grade, from PE to Library and from the Office to the Cafeteria. Strengths include Authentic Assessments, a good balance of success and challenge to grow student learning and the use of multiple teaching styles to accommodate the multiple student learning styles.
- Student academic needs are changing. We are encountering students who are struggling in reading and math at the lower grades and need differentiated and small group instruction in the classroom. Although we are meeting many student needs, we need to be sure that we've considered all least restrictive placements through RtI before we make the move to Special Education or 504 referrals. As more data becomes available, we will need to see how the STAAR test information dictates our student and teacher needs. We need to ensure that we are meeting the needs of our English Language Learners, Economically Disadvantaged students as well as Special Education students. Our school needs to continue to provide opportunities for student-created projects as a means of assessment.

## Needs

- Title I: A \$1420: Supplies for homeless students.
- Title I C \$2541: Migrant Shared Services Agreement with Region XI.
- Title II \$5853: Professional Learning for all staff.
- Title III \$19880: Supplies, tutoring and professional learning.
- Title IV \$11833: Activities to support safe and healthy students.
- Continue to increase our goal of closing performance gaps for all students.
- Continue to work on increasing student writing opportunities across all content areas.

# School Culture and Climate

## School Culture and Climate Summary

The climate and culture of Stuard Elementary is good. There is a sense of professionalism and team when interacting with all staff. Students are empowered to be leaders within themselves as well as within our school. There are many opportunities for students and staff alike to be leaders within the school. This leadership results in a positive, supportive environment for students and parents. We introduced the P2 program last year, which is implemented throughout our school and the district.

The staff continually searches for best practices to increase our school climate and make positive changes to our school culture.

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

Stuard participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-5 and includes developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

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

## School Culture and Climate Strengths

- Empowered staff and students, professionalism by the staff, staff teamwork, parental support, and administrative support are our strengths. Students, parents, and staff feel safe at school and are able to focus on learning. Staff utilizes a Social Contract, high student expectations, and a safe physical environment to help strengthen our school culture and climate.
- Safety is also a concern addressed through new policies and procedures such as the emphasis on classroom doors locked and closed when not in use. A districtwide Bullying Prevention program that includes various reporting opportunities has been implemented throughout AISD.

## Needs

- Title 2 funding, \$5853.
- Title 4 funding, \$11833.
- Continue to provide multiple opportunities for teacher trainings using these funds.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Stuard Elementary staff members are all highly qualified. Staff development opportunities are offered to help staff meet the identified needs of the students. Staff input is solicited throughout the year to empower all staff to reach their full potential. There are open lines of communication to the administrative staff to make sure the expectations are the same for all students, staff and parents.

All staff are required to complete flex time and certified teachers are required to complete 6 hours of GT updates. Teacher goal setting in collaboration with campus administration is required through T-TESS.

## Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified. Various resources are provided to all staff including staff development, department meetings, grade-level meetings and administrative meetings. Faculty meetings are scheduled regularly, CIC meetings are scheduled regularly and Collaborative Teams are required to meet once a week. There is administrative support of the staff.
- All staff is expected to grow and to be challenged. Administration must be prepared to encourage and coach staff to reach their full potential. A comprehensive research based professional development on differentiated instruction, reaching all students and RtI continues to be a need as student needs change. Teacher support systems must work together to help retain quality professional staff.

## Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$5853 allocated for Stuard for professional learning for all staff

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** After analysis of staff concerns, staff morale needs to be addressed to ensure quality staff recruitment and retention. Social and emotional well being of staff is crucial in creating a positive environment which directly affects students daily. **Root Cause:** Staff retention concerns due to competition for highly qualified staff with other local ISDs and decrease in staff due to additional responsibilities placed upon teachers such as emotional well being of students.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum, instruction, and assessment are strengths at our campus. Instruction and assessment are aligned. There are many conversations about curriculum at Stuard which lead to the sharing of many instructional techniques that can benefit all students. Successes on state assessments are evidence of our aligned curriculum and consistent instruction in the classrooms. AISD is working toward full district alignment. The continued use of Fundamental 5 practices, the use of Thinking Maps taken to the Frame, Frequent Feedback, Formative Assessments and Critical Writing in grades K – 5, Expository Writing through Thinking Maps and Authentic Literacy are some of the keys to our success.

## Curriculum, Instruction, and Assessment Strengths

- Sharing of ideas, team planning, and consistent instruction are all strengths. Success on state-mandated assessments and sharing in the education of our students is a definite strength. Parental support is also a major strength in our student and staff success. Consistent use of Thinking Maps taken to the Frame, Fundamental 5, Critical Writing, and Authentic Literacy are also initiatives that are being addressed. Our Scope and Sequence and Vertical and Horizontal Alignment are a strength at our school and in our district.
- Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class; this indicates that teachers will need to be more aware of their instructional delivery to better reach all students in a class. We need to continue to look for professional development opportunities for our staff so that we meet the needs of our students; specifically with Special Education and Economically disadvantaged students.
- Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class; this indicates that teachers will need to be more aware of their instructional delivery to better reach all students in a class. We need to continue to look for professional development opportunities for our staff so that we meet the needs of our students; specifically with Special Education and Economically Disadvantaged students

## Needs:

- Consistent use of Thinking Maps taken to the Frame/taken to writing across all content areas.
- Continue to refine our GT program in order to meet the unique needs of our student population.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** After an analysis of district data, Stuard staff have noted that there was not consistent evidence of Higher Level Questioning during Campus Instructional Rounds, Lesson Plan Review and Daily Classroom Walkthroughs. **Root Cause:** Alignment and consistent focus over time on research based instructional practices to enhance HLQ opportunities for academic discussion is needed.

**Problem Statement 2:** After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

**Problem Statement 3 (Prioritized):** After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

# Parent and Community Engagement

## Parent and Community Engagement Summary

There is a very real sense of community with the Stuard Elementary family. Parents, staff, and students all feel a part of the process. Communication such as the weekly Stuard Parent Newsletter and weekly Stuard staff Monday Morning Memo has played an instrumental role in keeping everyone on the same page and striving for the same goal. Our families are very important to the educational process as well as to the safety and security of our school.

## Parent and Community Engagement Strengths

- Raptor sign-in/out system, Volunteer coordinator, PTO, marquee sign, and weekly parent newsletters all help to make our parents feel a part of the school and the educational process. Past activities have included: Runner's Club, Veteran's Day Program, Watchdogs, Cowtown 5K, Grandparent's Day Reception, Stuard Fall Fest and an active PTO. We involve the community through our AISD app, Remind App, Stuard Web page, Stuard Facebook Page, Teacher web pages as well as our PTO newsletter.
- School-wide procedures and regular CIC meetings to ensure consistency and relevancy.

## Needs:

- Continue to communicate with all stakeholders and with our community.

## School Context and Organization

### School Context and Organization Summary

Stuard Elementary is one of 6 elementary schools in Aledo ISD.

In addition to receiving state and local funds, Stuard receives Title II, Title III, and Title IV Federal Funds.

School decision-making is a coordinated effort of a site-based Campus Improvement Committee (CIC) consisting of teachers, a teaching assistant, campus administrators, business representatives, community representatives, and parent representatives.

There is a need for differentiated instruction (small groups) in reading, writing, and math. We are able to meet that need through our grade-level meetings, Response to Intervention (RtI), computer programs such as Map Growth, Lexia Core 5, IXL, M Class, and small group instruction. We are continually analyzing student data to ensure that student needs are met through individualized instruction or small group instruction through RtI time, reorganization of schedules to include grade-level meetings, common planning time, and Collaborative Team meetings. District initiatives have also been implemented: Critical Writing, Authentic Literacy, Fundamental 5, and Thinking Maps.

### School Context and Organization Strengths

- Our school works well as a team. When there is a student or teacher need, other staff members are quick to offer help and resources. Staff members have been open to the changes that have been made in the best interest of student success. Staff continually seeks growth opportunities through workshops, webinars, and collaborative professional development.
- We must continue to be open to change and be able to adapt to student needs. We must be vigilant in assessing our student needs and making any changes necessary to our scheduling to accommodate their increasingly diverse needs.

### Needs:

- Student's needs are changing and we must continue to grow staff to prepare to meet all student needs.

# Technology

## Technology Summary

There have been district wide technology upgrades. The student-to-technology device ratio has been improved. There is, approximately, one device for every student. There are iPad Pros and Promethean ActivPanels for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology. Students can use these to access the learning management system (LMS), See-Saw (K-2), and Canvas (3-5).

## Technology Strengths

- Appropriate staff development and resources are available to all staff. Technology work order system is in place to allow for direct teacher assistance in a very short turnaround time. Technology is updated and available daily. Technology and operations work in unison to allow as little downtime as possible for computers and technology equipment.
- As student needs change, access to varied instruction through technology is imperative. We need to be sure that we are keeping up with the technological advances to reach each student and to help all students excel as our society becomes more and more technologically advanced. Software that can enhance and support classroom instruction should be sought out and made available to all students. We need to be sure to stress to our students and staff that technology is a means, not an end.

## Needs:

- Continue professional development in technology needed to ensure that we are meeting the needs of our students and staff.

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## 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
- Dyslexia data

## Student Data: Behavior and Other Indicators

- 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

## 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:** Stuard Elementary will implement district identified best instructional practices that include daily evidence of high yield formative assessments 100% of the time, by June 2023


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize high yield formative assessments to gain actionable data to drive instruction</p> <p><b>Strategy's Expected Result/Impact:</b> 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 by June 2023</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

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

**Performance Objective 2:** Stuard Elementary 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 2023





**Evaluation Data Sources:** Daily Impact Walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement Framing the Lesson in daily instruction.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023  <b>Staff Responsible for Monitoring:</b> Campus Administration                      District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement Critical Writing in daily instruction  <b>Strategy's Expected Result/Impact:</b> 100% of teachers will utilize critical writing in daily instruction by June 2023  <b>Staff Responsible for Monitoring:</b> Campus Administration                      District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

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

**Performance Objective 3:** Stuard will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023





**Evaluation Data Sources:** Daily Impact Walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of classrooms will ensure active student participation by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 1:** By June 2023, 86% of Stuard Elementary collaborative teams campus-wide 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><b>Strategy 1:</b> Collaborative Teams Will:</p> <p>Indicator #1</p> <p>*Teachers will clarify essential learning standards for each unit and criteria for student mastery.</p> <p>*Collaborative teams will begin to adjust curriculum, pacing and instruction based on evidence of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 86% of Collaborative Teams at Stuard will rate at the "Developing" level in indicator #1 by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2023 85% of Stuard Elementary collaborative teams 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><b>Strategy 1:</b> Collaborative Teams:                      *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><b>Strategy's Expected Result/Impact:</b> 85% of collaborative teams school-wide will rate at the Developing level on Indicator #1 by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Instructional Specialist                      Campus Administration                      District Administration</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 3:** By June 2022, 77% of Stuard Elementary collaborative teams 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><b>Strategy 1:</b> Collaborative Teams: Indicator #1 *Have established an annual SMART goal to 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><b>Strategy's Expected Result/Impact:</b> 77% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

**Performance Objective 1:** Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

**Evaluation Data Sources:** The paraprofessional turnover rate will be less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles.                      B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals.                      C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%.                      B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Director of Human Resources                      Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 802 659 846">  No Progress                 </div> <div data-bbox="762 802 978 846">  Accomplished                 </div> <div data-bbox="1077 802 1331 846">  Continue/Modify                 </div> <div data-bbox="1432 802 1627 846">  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 2:** Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote and increase parent engagement across the district.


**Evaluation Data Sources:** Evaluation Data Sources


Volunteer data reports, attendance at parent events, and participation of parents in campus/district committees will be monitored during the 2022-2023 school year.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, participation in campus and district committees.</p> <p><b>Strategy's Expected Result/Impact:</b> The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will offer and promote monthly parent awareness and training opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> <li>Parents are too busy;</li> <li>School staff seem to busy;</li> <li>Parents feel unsure about how to communicate with the school;</li> <li>School provides little information about involvement opportunities;</li> <li>Parents do not feel a sense of belonging with their child's school;</li> <li>Parents worry that adults at the school will treat their child differently when raising a concern.</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

**Performance Objective 3:** For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

**Evaluation Data Sources:** External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year. Daily campus police officer checks, reported via google survey to the Chief of Police, will document 100% of identified doors being locked by June 2023.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety web page.</p> <p><b>Staff Responsible for Monitoring:</b> Chief of Police Assistant Superintendent of Student and Community Services Executive Director of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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>				

# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	David Sweeney	Assistant Principal
Administrator	Ron Shelton	Principal
Classroom Teacher	Callie Caldwell	4th Grade Teacher
Classroom Teacher	Becky Stewart	3rd Grade Teacher
Classroom Teacher	Emily Mooney	2nd Grade Teacher
Non-classroom Professional	Angela Adair	Counselor
Classroom Teacher	Erica Gnatowsky	Kinder Teacher
Classroom Teacher	Kevin Porras	Specials Teacher
Classroom Teacher	Katie Harbour	1st Grade Teacher
Business Representative	Brandon Swain	Business Rep
Classroom Teacher	Brandy Arnold	5th Grade Teacher
Business Representative	James Harrison	Business Rep
Parent	Jared Gabbert	Parent Rep
Community Representative	Terry Cockerham	Community Rep
Parent	Laura Morrow	Parent Rep
Community Representative	Lilli Oligschlaeger	Community Rep