

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



# **Mission Statement**

Ensuring high levels of learning for all students.

## **Vision**

Growing Greatness through exceptional experiences that empower learners for life.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of six elementary schools that serve students in Kindergarten through 5th grade. The school has a population of 556 students. The ethnic representation is 6 Asian students at 1.08%, 3 Black - African American students at 0.54%, 428 White students at 76.98%, and 22 Two-or-More Race students at 3.96%. 105 of the students at Coder are economically disadvantaged, 56 students are at-risk, 18 students are emergent bilingual, and 58 students participate in Special Education. 18.88% of students at Coder receive Free/Reduced Lunch. The students of Coder Elementary have an attendance rate of 96.6% each day.

Coder Elementary can be described as a well-established and friendly learning community that promotes many school/family/community partnerships, has high instructional expectations and a wide variety of opportunities for students to expand their learning experiences. Coder is growing in diversity and varied economic backgrounds. At this school, we believe that all students can learn. With that thought in mind, Coder focuses on character education and leadership skills through activities involving all students, such as Class Dojo and Positivity Project. Specific attention is given to student achievement through Professional Learning Communities, authentic literacy, interactive technology, Thinking Maps, Write From The Beginning, formal and informal assessments, and small group differentiated instruction.

### Demographics Strengths

Strengths:

- Community involvement and support
- Parental involvement
- Professional Learning Community analyzes data to target areas of academic need and ways to improve teaching practices

Needs:

- Continue to plan for staffing needs in accordance with the needs of the student population
- Continue to use data to better serve our at-risk population through targeted interventions
- Continue to promote and celebrate diversity as the student population continues to change

# Student Achievement

## Student Achievement Summary

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in learner-centered and teacher-facilitated classrooms. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. Coder holds quarterly RTI meetings with each grade level to discuss the needs of each individual student based on multiple pieces of data. This information is housed in a progress monitoring tracker and used to group students for intervention and determine how best to utilize our intervention and early literacy specialists.

Identified areas of improvement at Coder Elementary are the learning environment, enhanced use of higher-level questioning, and increased academic discussion. Coder will place a strong emphasis on improving the learning environment in the classroom by building strong relationships with students in order to allow them to use their unique talents to showcase their knowledge. Coder is working hard to build a community that works together to accomplish campus-wide behavioral and academic goals. According to the 2022 STAAR Results at Coder Elementary, our overall SPED population showed growth in all areas, Meets, Masters, and Approaches in math. Also, our EcoD population showed growth in all areas in ELAR. As a campus, Coder showed an increase in reading in all areas, Meets, Masters and Approaches, and in all subpopulations. Coder received an accountability rating of A and received three distinctions in Science, Postsecondary Readiness, and Comparative Closing the Gaps.

## Problem of Practice

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.

## Theory of Action:

- A new school-wide behavior monitoring system that is based around Class Dojo positive percentages, student reflections, and goal-setting will be used.
- Student academic goal-setting and data tracking will be emphasized to promote ownership and engage students in classroom activities.
- Lesson plans will be built around the workshop model which elicits learner engagement.
- Strategic professional development opportunities will be offered to promote learner engagement (ex. Kagan).

## Student Achievement Strengths

### Strengths:

- Available assessment data including district common assessments and benchmarks, MAP, DRA, MClass, IXL, and Lexia is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students.
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, Reflex Math, IXL, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library, media center, Chromebooks, workshop model, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.

- Staff support all learners through the PLC process and weekly collaborative team meetings.
- ESSER Funds in the amount of \$7,000 will be utilized to support student tutorials

Needs:

- Overall STAAR scores in math did not show expected growth.
- Increase of student-led goal-setting and regular data discussion and reflection that include all students.
- Focus on differentiated lesson delivery and activities that support the learning styles of students who fall under the economically disadvantaged population.

Title Funding Will be Used as Follows:

Title I:A \$1,420: supplies for homeless students

Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

Title II, \$7,316: Professional Learning for all staff

Title III, \$19,880: Supplies, tutoring, and professional learning

Title IV, \$11,833: Activities to support safe and healthy students

ESSER Funding to provide tutorials for students with learning loss

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Problem of Practice: 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:** There is limited evidence of instructional strategies used by teachers to facilitate academic discussion that incorporates student interest. Also, there has not been a systematic campus-wide behavior plan in place since COVID.

# School Culture and Climate

## School Culture and Climate Summary

Many leadership opportunities for students and staff are offered to elicit more involvement in campus culture-building activities. Some of these opportunities include, a teacher-led Culture Club, a teacher-led Performance Team, Runners Club, Student Council, Flag Crew, and student-led announcements.

Based on Panorama results, teacher feedback, and instructional walk data, a new campus-wide behavior program has been developed. Students of the month are based on admirable character and qualities which align with the Positive Performance program. A new celebration assembly and "Celly Day" will also take place each quarter to recognize students for their growth and accomplishments. A campus-wide implementation of ClassDojo will be used to track student behavior and recognize their effort of working towards the campus goal of being at 90% positive Dojo points. Students will have the opportunity to earn a visit to the incentive room and enjoy other experiences every 9 weeks based on their Dojo percentage. Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed by teacher leaders using student input to create a positive and encouraging school climate.

## School Culture and Climate Strengths

### School Culture and Climate Strengths

- Parents regularly share that Coder is a great fit for the cultural and emotional needs of their students.
- We encourage student leadership through student council and other student activities.
- Runner's Club is now offered for all students in grades K-5.
- Teachers have multiple opportunities to lead on campus.
- The campus provides student support activities such as Dot Day, Hello Week, Coder Tailgate Party, Theme Thursday, Science Night and World Read Aloud Day.
- Partner with the high school (art, Bearcat Besties, etc)

### Needs:

- Offer a selection of more diverse clubs to promote opportunities for diverse groups of students to become involved in campus activities.
- Implement strategic campus recognition of student successes by hosting award ceremonies each grading period, recognizing students on announcements and awarding students with spirit tags.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff consisting of 56 members. 37 of these staff members are teachers. Coder teachers receive support from an Instructional Specialist, Early Literature Specialist, plus an Intervention Specialist and a Special Education Instructional Facilitator. The Coder staff has a large percentage of staff members having additional endorsements on their certifications such as ESL, Gifted and Talented, and Early Childhood. Coder staff members participate in professional development activities that integrate cross-curricular instruction. Teachers are trained in differentiating instruction, the Science of Reading, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS, TBSI, New Teacher Orientation, district Gifted and Talented Training, and Fundamental 5. Teachers in Kindergarten through second grade also receive training in Really Great Reading, Guided Reading, Shared Reading, and Interactive Read Alouds. The 3rd grade teachers along with the assistant principal are completing the TEA required Reading Academy this school year.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. Coder uses the Guiding Coalition to help facilitate collaborative team meetings and determine areas for academic growth on campus. Grade level collaborative teams meet once a week as a professional learning community. The work of collaborative teams focuses on Learning, Collaborative Culture, and Evidence of Student Learning.

## Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Ventures, a structured interview process, is used at each interview to screen applicants.
- Staff attends research-based staff development in instructional practices, the Science of Reading, Fundamental 5, Thinking Maps, High-Level Questioning, Workshop Model and Promoting Academic Discussion through FSGPT (Frequent Small Group Purposeful Talk).
- Teachers target instruction to meet district, campus, and grade-level goals.
- Teachers are adept at creating lessons with digital components that are housed in Seesaw and Canvas Learning Management Systems.

Needs:

- Coder has several new teachers that were hired just before or after the school year started. These teachers will need support as they transition into the new position.
- Coder staff lacks the diversity that reflects the population of our campus.
- Recruitment via job fairs will help increase the number of candidates per job posting.
- More than 25% of Coder staff is new, so intentional time for team-building will be built into staff meetings.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2021-2022 school year, the following areas were identified as our district focus areas for the 2022-2023 school year:

- Ensuring academic progress/growth for all students:
- Engaging learning environment

In an effort to increase academic progress for all students and to create an engaging learning environment for students, AISD developed an instructional focus that targets three areas including:

- 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 and Engagement, Workshop Model
- Authentic Literacy – Authentic Literacy (K-2), Write From the Beginning and Beyond

A district-wide, 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. The academic direction and expectations at Coder mirror those of the district.

## Curriculum, Instruction, and Assessment Strengths

Strengths:

- Several specialists including, Early Literacy, Intervention, and Special Education are used to assist teachers with planning appropriate teaching strategies for all students and to intervene with struggling students.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides Coder Elementary with overall areas of reinforcement and refinement.
- Aledo ISD has provided the opportunity for additional staff members to attend the Professional Learning Community (PLC) Institute.
- The Coder Elementary staff contributed to the curriculum writing teams that developed district common assessments aligned to the rigor of the state standards.
- Student goal-setting and the utilization of data folders in all grades will take place.

Needs:

- Monitor progress for all students to ensure they are growing academically.
- Strengthen the backwards design process to ensure that classroom instruction is aligned to the rigor of district assessments.

- Seek out and provide more training for teachers specific to the needs of the students on campus.
- Provide meaningful extension opportunities for students who demonstrate proficiency of standards.

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

**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:** After effects of COVID has caused interrupted schooling and non-traditional class participation has led to a deficit in the learner environment and engagement.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Opportunities for parent and community engagement events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), and other special school events. A website dedicated solely to Coder volunteer opportunities and information is updated regularly to communicate new campus offerings. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as teacher mentors, AdvoCats, Connections Mentors, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Site-Based Decision-Making Committee, PTO, District-Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC). Several student groups are being utilized to help improve student engagement. The Student Council plans fundraisers which support the local community, our new Runner's Club invites parents to participate and lead, and a new Garden Club is currently in the works per parent volunteer request.

## Parent and Community Engagement Strengths

### Strengths

- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources. They helped plan and fund our Coder Signing Day block party over the summer and Grandparent/Special Guest Day in September.
- Multiple communication platforms are used to communicate with parents such as newsletters shared through Blackboard, Instagram, Facebook, Smore, school/teacher website, Coder Volunteer website, Class Dojo, Twitter, Seesaw, Canvas, and the Parent Portal.
- Positive and supportive relationships have been established with school mentors and social service agencies like AdvoCats and Snack Pack Buddies.
- Communication with parents and community partners has greatly benefited all stakeholders.

### Needs:

- We need to find ways to involve community members from all neighborhoods that feed into Coder.

# School Context and Organization

## School Context and Organization Summary

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary is a safe, secure facility.

Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance requests are efficient, being sent through SchoolDude digitally. This allows staff to input maintenance requests and makes it easy for administrators to quickly review and approve the requests. Coder staff strive to ensure good stewardship of monies by verifying that all purchases are related to school goals. Campus administrators seek input from the Guiding Coalition, a teacher leadership group, to identify and purchase instructional resources that best support Coder students based on academic need. Teachers may also submit grant applications to the Aledo Education Foundation as an additional means of financial support used to increase academic achievement. Teacher input will be sought to determine significant needs of the building.

## School Context and Organization Strengths

Strengths:

- PTO and community partners provide continuous financial support for the campus through fundraisers and donations.
- The Cheers for Coder organization has donated playground equipment which is awaiting delivery before the project begins.
- Teacher requests for supplies and teaching resources are made on an as needed basis to ensure that all purchases are timely and connected to learning goals.
- Recent safety audits show that Coder has a safe and secure facility.

Needs:

- Teachers have requested a more positive overall building appeal including benches outdoors, green space, and building repairs completed.

# Technology

## Technology Summary

Coder administration and staff regularly review data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys to formulate the yearly campus action plan. Much of this data is housed electronically in automated internal systems such as Eduphoria, AESOP (Frontline), Parent Portal, and the Employee Access Systems. The increase in usage of instructional technology including StemScopes, Envision, Lexia, Imagine Math, Learning Ally, SeeSaw, Reading A-Z, Generation Genius, i-Ready, WebEx and assorted “web apps” such as Twitter, Facebook, Parent Link, Dojo and Remind directly impacts instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs.

New this year is our campus-wide behavior system which relies heavily on ClassDojo. Teachers give and take away points based on student behaviors. Students are able to purchase items and experiences with their points and/or positive percentage score. The usage of this application to inform our student’s social and emotional growth and make campus decisions is essential for Coder Elementary. Goals are set by students using these percentages and reviewed three weeks using formal reflections. Staff members will work to become further accustomed to entering, accessing, and sharing data with students and parents using the automated internal systems as a means of school improvement.

## Technology Strengths

### Strengths

- ClassDojo is utilized campus-wide using a teacher created system.
- Staff members are using automated internal systems to support academic achievement. Chromebooks are available for every student on campus.
- Organization systems through Google that provide teachers with easy access to critical campus information and student data.
- Data tracking systems are used to organize student information to help make accurate intervention decisions.
- Admin uses Aristotle and Go Guardian reports to monitor safe device usage.
- Video announcements are student-led.
- Multiple web-based resources for students to access on and off campus.
- Increase in the amount of STEM equipment and technology used in the library.

### Needs:

- Purposefully incorporate technology applications to enhance learner engagement.
- Utilization of International Society for Technology in Education standards to drive the purpose for technology integration in lessons.
- Increase in the use of technology to strategically enhance the lesson cycle.

# Priority Problem Statements

**Problem Statement 1:** Problem of Practice: 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:** There is limited evidence of instructional strategies used by teachers to facilitate academic discussion that incorporates student interest. Also, there has not been a systematic campus-wide behavior plan in place since COVID.

**Problem Statement 1 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure 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:** Coder 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

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, districtwide, by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District Administration</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:** Coder 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 implement 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;"> <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 1: How We Teach: Delivery of Instruction**

**Performance Objective 3:** Coder 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;"> <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 2: Professional Learning Community Actions**

**Performance Objective 1:** By June 2023, 100% of the Coder Elementary collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.





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

Strategy 1 Details	Reviews			
<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> 100% of Collaborative Teams at Coder 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, 100% of the Coder 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:                      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><b>Strategy's Expected Result/Impact:</b> 100% of collaborative teams at Coder will rate at the Developing level on Indicator #1 by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Instructional Specialists                      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 3:** By June 2023, 100% of the Coder 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> Strategy 1: Collaborative Teams: Indicator #1: *Have established an annual SMART goal and assess progress toward reaching the goal. *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Collaborative Teams at Coder will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams Instructional Specialists Campus Administration District Administration</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 1:** 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 parent engagement across the district.


**Evaluation Data Sources:** Volunteer data reports, attendance at parent events, participation of parents in campus/district committees, and Panorama family survey data 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 across the district through activities such as: volunteer opportunities, parent event attendance, and 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>	<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> 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>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

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 2:** 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.


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 webpage.</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>
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> Chief of Police All Campus Officers Campus Administration Campus Staff</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>				


**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:** 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> Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review cells are empty			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The Coder Guiding Coalition and Site-Based Committee which consists of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment and the campus improvement plan.

Guiding Coalition and Site-Based Meeting: September 13, 2022

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Coder Guiding Coalition and Site-Based Committee which consists of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment and the campus improvement plan.

Guiding Coalition and Site-Based Meeting: September 13, 2022

### 2.2: Regular monitoring and revision

Coder Guiding Coalition meets monthly to monitor progress toward goals outlined in the campus improvement plan. The site-based committee meets quarterly to review progress and provide feedback regarding campus improvement.

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

The Campus Improvement Plan will be posted on the campus webpage for all stakeholders to access.

### 2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

### 2.5: Increased learning time and well-rounded education

The campus master schedule was created with the goal of maximizing instruction time. Intervention time is built into the master schedule.

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

An interventionist and early literacy specialist serve students who are tier 3, and ESSER funds will be used to hire tutors in math and reading to ensure the needs of students at-risk are met.

### **3. Annual Evaluation**

#### **3.1: Annually evaluate the schoolwide plan**

The Campus Improvement Plan is reviewed each year.

### **4. Parent and Family Engagement (PFE)**

#### **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus webpage.

#### **4.2: Offer flexible number of parent involvement meetings**

Title 1 Meeting - September 20, 2022.

### **5. Targeted Assistance Schools Only**

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Tanner Holmes	Principal
Administrator	Shanna Smith	Assistant Principal
Classroom Teacher	Kendall Ferguson	KG Teacher
Classroom Teacher	Paige McCarthy	2nd Grade Teacher
Classroom Teacher	Jenny Tubbs	1st Grade Teacher
Classroom Teacher	Allie Sooter	3rd Grade Teacher
Classroom Teacher	Jeff Crissey	4th Grade Teacher
Classroom Teacher	Olivia Young	5th Grade Teacher
Non-classroom Professional	Kelly Mogk	Dyslexia Specialist
Non-classroom Professional	Tori Baxley	ESL Specialist
Parent	Rob Brewer	Parent
Community Representative	Pam Snowden	Community Member
Business Representative	Ashley Everett	Business Partner
Paraprofessional	Shiloh Smith	SPED Paraprofessional
Parent	Liz Link	Parent
Community Representative	Pressly Smith	Community Member
Business Representative	Matt Morris	Owner AVC