

Aledo Independent School District



Coder Elementary

2026-2027 Campus Improvement Plan

Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing Greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Summary

School Population

Coder Elementary has a total student population of 604. The distribution by grade level is as follows: 108 Kindergarten students (17.88%), 89 First graders (14.74%), 111 Second graders (18.38%), 108 Third graders (17.88%), 90 Fourth graders (14.90%), and 98 Fifth graders (16.23%).

Student Demographics

Gender: 288 female students (47.68%) and 316 male students (52.18%).

Ethnicity/Race: 6 American Indian/Alaskan Native students (1.03%), 3 Asian students (0.52%), 3 Black/African American students (0.52%), 535 White students (92.08%), and 34 students identifying as two or more races (5.85%). Hispanic-Latino students make up 108 of the student population (18.59%).

School Description

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

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

Strengths

Strengths:

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

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 monthly 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.

Problem of Practice: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors in all settings during the school day resulting in frequent disruption of the learner environment.

Theory of Action:

- Guiding Coalition (consisting of grade level leads, reps from special populations, along with the campus leadership team) focused on identifying and addressing the behavioral needs of students.
- School-wide system for positive behavior interventions and supports
 - Grade-level teams identified explicit expectations for all areas of the school day (matrices)
 - Flow-chart for office-managed vs. teacher-managed behaviors with progression for persistent misbehaviors
 - Campus Student Incentive Plan-Coder Cash Store

Coder Elementary teachers continue to improve their use of formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet diverse learners' needs. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers have the autonomy to adjust the content of lessons, the process of learning, and student products to provide differentiation for student needs. In addition, the increased use of instructional technology has created an interactive learning environment for all students.

Identified areas of improvement include aligning instructional goals with the state testing standards, teaching to the depth of the state standards, and using Curriculum Assessments to analyze student data. Raising the rigor of student critical thinking, increasing the relevance of student learning experiences and engagement, and improving their ability to write across content areas, as well as making a year's worth of growth, will be the main focus areas. Staff development and vertical alignment will be utilized to meet these goals. Coder Elementary staff will work together in collaborative teams each week to plan interventions and extensions for students. Teachers will continue to use high-yield instructional strategies. Social-emotional needs and growth will be the hub of our teaching as we develop ready, responsible, and respectful learners.

As a campus, we have implemented district instructional practices and developed processes that engage students through high-quality instruction. The master schedule was developed to allow for intervention and student tutoring.

Strengths

Strengths:

- Available assessment data including district common assessments and benchmarks, MAP, MClass, and IXL, 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, XtraMath, IXL, Really Great Reading, and Heggerty.
- Instructional resources such as the literacy library, media center, Chromebooks, workshop model, and instruction through small group instruction (Math stations, etc.) are used to enhance achievement.
- Staff support all learners through the PLC process and weekly collaborative team meetings.
- Funds in the amount of \$6,000 will be utilized to support student tutorials

Needs:

To continue fostering academic excellence and sustained growth on the STAAR assessment, it is essential that we build upon the progress made in recent years by providing targeted support for both students and teachers. While we have achieved measurable success, maintaining and enhancing this growth requires a focused effort on differentiated instruction, data-driven interventions, and professional development that empowers teachers to meet the diverse needs of our learners.

We also need to ensure that our instructional resources, intervention strategies, and assessment tools are aligned with STAAR standards and best practices for student achievement.

Title I \$18,356

Title I District Homeless \$1,900

Title II \$2,640

Title III ELA District \$23,734

Staff Quality, Recruitment, and Retention

Summary

Strengths

Strengths:

- 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.
- Librarian is providing T3 intervention for early-literacy in grades K-2.
- Instructional Specialist is providing T2 and T3 intervention in math and reading in grades 3-5.
- Professional staff members set both professional growth goals and student data-driven goals to ensure high levels of learning and pedagogy.
- Instructional rounds are available for teachers to attend for teachers for continuous education.

Curriculum, Instruction, and Assessment

Summary

Both curriculum and instruction at Coder are TEKS-based. Coder teachers intentionally design instruction for students by embedding district-required components: We will/I will/So that I Can statements, HOT (Higher Order Thinking) questions, critical writing, and purposeful academic discussion. This year there will be an enhanced focus on high-level questions, frequent feedback, critical writing, lesson framing, and active participation, academic discussion, and the Workshop Model in order to better align the campus instructional focus with the district Problem of Practice. The curriculum is aligned through the district Scope and Sequence. Our campus instructional specialist and half-time intervention specialist also provide support in all areas. Students are assessed to determine reading levels and work toward progress in fluency and comprehension within small-group guided reading. Writing and grammar skills are incorporated within reading instruction. Phonics skills are taught using Heggerty and Really Great Reading materials. The following programs and resources are used to support classroom instruction for other subjects: Math-Amplify and IXL; Science-Stemscopes; Progress Learning; Social Studies-Social Studies Weekly and Scholastic News. Programs and resources are utilized to provide evidence of student achievement such as common assessments, mClass, Reading Playground, MAP, IXL. Feedback from these tools allows teachers to tailor instruction to the individual needs of students

Strengths

Curriculum, Instruction, and Assessment Strengths

- We meet as Professional Learning Community Collaborative Teams to focus on learning, a collaborative culture, and results orientation.
 - Teachers believe in the District's Instructional Focus and implement the initiatives consistently.
 - Teachers follow the District Scope and Sequence for each grade level and content to ensure quality instruction that is equitable to other campuses across the district.
 - Formative and summative assessment data drives instruction and the implementation of re-teaching and intervention is facilitated by individual teachers.
-
- **Curriculum, Instruction, and Assessment Needs**
 - We will continue to monitor the academic progress of each student to ensure that all students are growing academically.
 - We will continue to increase proficiency in writing across all grade levels and all content areas.
 - We will continue to refine our campus RTI/SST process for academics and behavior. We will continue to increase learner engagement, relevance, and rigor in all classrooms.
 - We will continue to refine extensions for students who have demonstrated proficiency

Family 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 Bearcat Coder LEADers fundraisers support the local community, and our new Runner's Club invites parents to participate and lead.

Strengths

Strengths

- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources.
- Multiple communication platforms are used to communicate with parents such as newsletters shared through, Social Media, Smore, school/teacher website, Coder Volunteer website, Coder Cash Store, ParentSquare and Skyward.
- 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.

Technology

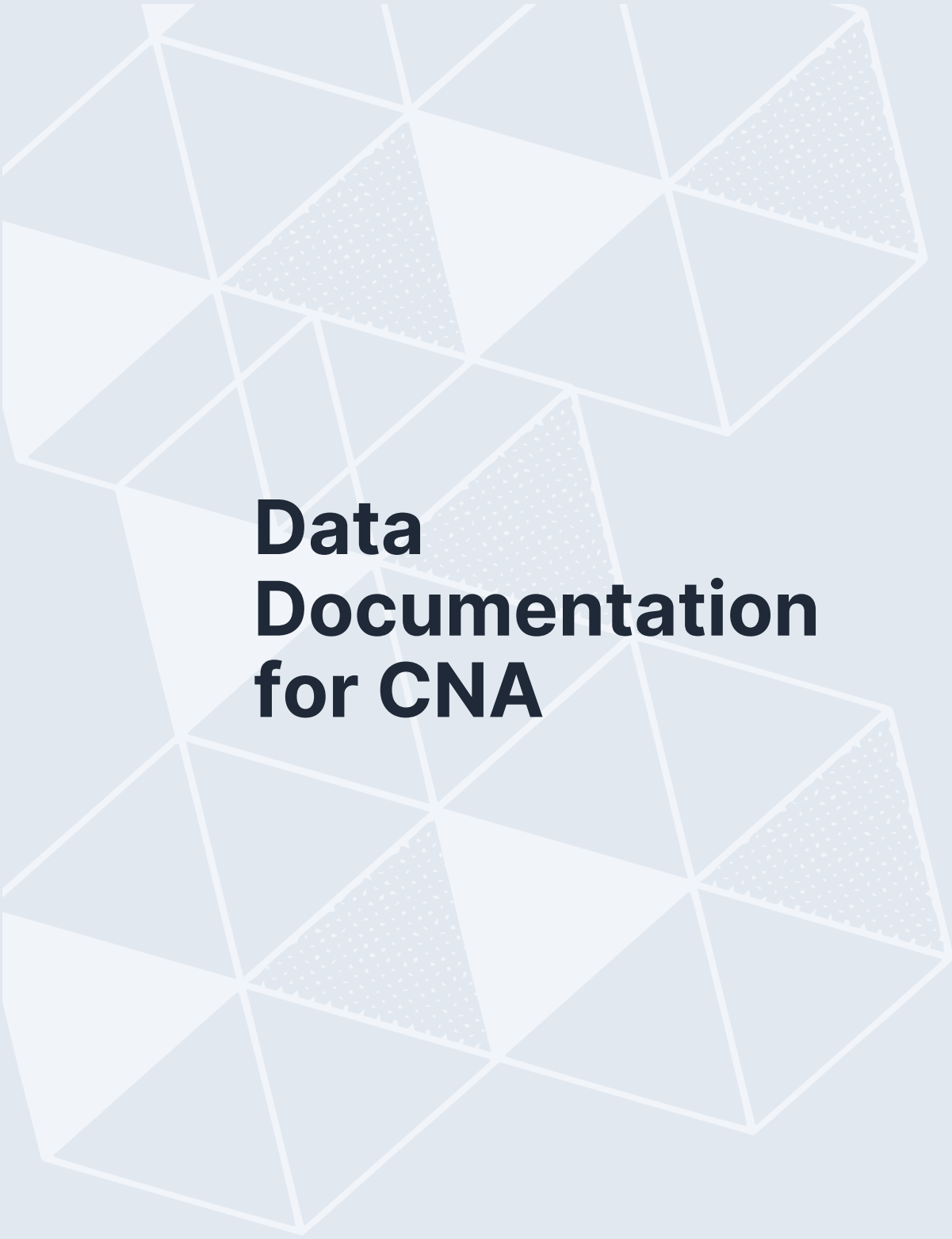
Summary

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, Progress Learning, Aplify, WebEx and assorted “web apps” such as Twitter, Facebook, Parent Link, and PAREntSqaure directly impact 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.

Strengths

Strengths

- 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.
- 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.



Data Documentation for CNA

Data Documentation for CNA

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 PreK - 2nd grade 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 performance, progress, discipline, attendance, and mobility/stability
- ☒ 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 High Priority

Coder Elementary will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2027.

Evaluation Data Source: Data from Daily Impact Walks

Strategy 1

Teachers will implement Framing the Lesson in daily Instruction.

Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily, including: We Will, I Will, So that I Can, with fidelity by June 2027.

Staff Responsible for Monitoring: Campus Administration & Teachers

Formative Reviews

December	February	April	June
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Strategy 2

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

Strategy's Expected Result/Impact: 100% of teachers will implement critical writing into daily/weekly instruction by June 2027.

Staff Responsible for Monitoring: Campus Administration & Teachers

Formative Reviews

December	February	April	June
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Strategy 3

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

Strategy's Expected Result/Impact: 100% of teachers will embed frequent small group purposeful talk into daily lessons by June 2027.

Staff Responsible for Monitoring: Campus Administration & Teachers

Formative Reviews

December	February	April	June
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Performance Objective 2  **High Priority**

Coder Elementary will implement clear classroom expectations/L.E.A.D Matrix 95% of classrooms, by June 2027.

Strategy 1

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

Strategy's Expected Result/Impact: By June 2027, behavior data trends show a decrease in repeated incidents and consistent reinforcement of the L.E.A.D Matrix in 95% of classrooms.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

December	February	April	June
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Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2027, 92% of Coder collaborative teams district-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Strategy 1

Collaborative Teams will:

Indicator #1:

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

Strategy's Expected Result/Impact: 92% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2027.

Staff Responsible for Monitoring: Collaborative Teams

Instructional Specialist

Campus Administration

District Administration

Formative Reviews

December

February

April

June

Performance Objective 2 High Priority

By June 2027, 96% of Coder collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Strategy 1

Collaborative Teams:

Indicator #1:

- *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.
- *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles.
- *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.

Strategy's Expected Result/Impact: 96% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2027.

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

Formative Reviews

December

February

April

June

Performance Objective 3 **High Priority**

By June 2027, 91% of Coder collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Strategy 1

Strategy 1: Collaborative Teams:
Indicator #1:
*Have established an annual SMART goal and assess progress toward reaching the goal.
*Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.

Strategy's Expected Result/Impact: 91% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2027.

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

Formative Reviews

December

February

April

June

Goal 3

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

Performance Objective 1 High Priority

By June 2027, Coder Elementary will increase the average daily attendance rate from 96 % to 97%, as measured by PEIMS attendance reports.

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

Onsuite/Ascender daily attendance data

Campus attendance committee meeting notes

Attendance intervention logs (parent contacts, conferences, letters)

Comparison of 2025-2026 versus 2026-2027 attendance rates

Strategy 1

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

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

Formative Reviews

December

February

April

June

Performance Objective 2 High Priority

By May 2027, Coder Elementary will strengthen Tier I and Tier II instruction and increase its Domain III closing the gap accountability rating through consistent implementation of data-driven PLCs, high-quality instructional practices, and targeted intervention, resulting in an increase in student achievement and a reduction in achievement gaps among Economically Disadvantaged, Emergent Bilingual, and Special Education student groups.

Evaluation Data Source: Success Measures
Campus walkthrough data shows 90% implementation of identified high-yield instructional practices.
Increase Meets/Masters performance on district assessments.
Reduce subgroup achievement gaps by at least 5 percentage points.

Strategy 1

Develop targeted instructional plans for every High Focus, Special Education, EB, and Economically Disadvantaged student not meeting grade level.

Strategy's Expected Result/Impact: Reduce subgroup achievement gaps by at least 5 percentage points

Staff Responsible for Monitoring: All

Formative Reviews

December **February** **April** **June**

Strategy 2

Continue refining WIN intervention groups every 3-4 weeks using district assessment data and progress monitoring.

Formative Reviews

December **February** **April** **June**

Strategy 3

Develop a campus accountability tracker that identifies every student who impacts Domain III indicators, including:

- Approaches/Meets/Masters performance
- Growth projections
- Attendance
- Intervention participation

Staff Responsible for Monitoring: Campus leadership reviews accountability data every six weeks to:
Monitor subgroup performance
Adjust interventions
Allocate resources
Evaluate strategy implementation

Formative Reviews

December

February

April

June



Title I Summary

Title I

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

1.1 Description of CNA Process

1.1 Description of CNA Process

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

Campus Improvement Committee Meeting: October 16, 2026

Coder

Title I \$18,356

Title I District Homeless \$1,900

Title II \$2,640

Title III ELA District \$23,734

1.2 Location for Evidence of Multiple Meetings Held

1.2 Location for Evidence of Multiple Meetings Held

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

Title 1 Meeting: August 28, 2026, 9:00 am

Title 1 Meeting: September 17, 2026, 4:15 pm

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

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

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

2.1 Timeline for Schoolwide Program/CIP Development

1. Comprehensive Needs Assessment & Stakeholder Involvement (see 1.1 & 2.2)
2. Schoolwide Program & Strategies for Improvement

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

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

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

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

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

The Professional Learning Community process ensures that we are looking at student performance on an individual basis and monitoring student growth throughout the year. Each week, Collaborative Teams answer four questions when reviewing student data: What do we expect students to learn? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already know it? In response to the third question, teachers and interventionists work with students to ensure growth and achievement on essential grade-level standards. The Instructional Specialist, Librarian and tutors work with Tier 3 students to ensure growth and achievement.

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

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

2.2 Stakeholders 1114(b)(2)

2.2 Stakeholders

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

The Campus Improvement Committee met on October 16, 2026 _to review the needs assessment narratives and campus goals.

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

2.3 Description of Plan Availability, Format, and Language

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

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

2.4 Description of Plan Coordination

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

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

2.5 Statutorily Required Actions

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

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

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

3.1 Location and Confirmation of Evaluation of Program Effectiveness Documentation

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



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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