Aledo Independent School District

Aledo High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 16, 2026 at 01:01 PM

Mission Statement

Aledo High School - Daniel Ninth Grade exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

#GrowingGreatness

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Achievement 8

School Culture and Climate 11

Staff Quality, Recruitment, and Retention 14

Curriculum, Instruction, and Assessment 17

Family and Community Engagement 20

School Organization 22

Technology 25

Priority Problem Statements 27

Goals 29

Goal 1 : How We Teach: Delivery of Instruction 30

Goal 2 : Professional Learning Community Actions 34

Goal 3 : Aledo High School - Daniel Ninth Grades will continue to build upon our cul... 40

Committees 49

Campus Improvement Committee 50

Members 50

Policies, Procedures, and Requirements 51

Comprehensive Needs Assessment

Demographics

Summary

Demographics

Aledo High School (including Daniel Ninth Grade) is the only high school campus in Aledo Independent School District in Aledo, TX. The student population at AHS is 2264. There are 614 ninth-grade students, 616 tenth-grade students, 560 eleventh-grade students, and 474 twelfth-grade students. Additional demographic information is outlined in the chart below. The campus has 225 faculty and staff members to support students and families.

Demographic	Percentage
White	75.23%
Hispanic	16.5%
African American	1.8%
Asian	1.1%
Multi-Racial	4.3%
American Indian	0.2%
Completion Rate - 479 (2023 Grads)	99%
Economically Disadvantaged	12%

The CNA and Campus Plan were developed over a series of workshops with campus administration, the Guiding Coalition, and the Campus Improvement Committee. Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports and other STAAR Data, Discipline Data, Attendance Reports, AP Planning Reports, PSAT/SAT/ACT Participation Data, CCMR Data, and Instructional Focus Data. The previous year's needs assessment was used as a jumping-off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee.

The overall Campus Plan was finalized by the committee on September 21, 2022, and shared with the faculty for review and feedback. The plan will be monitored, reviewed, and revised at Campus Improvement Committee meetings in December, February, April, and June.

Strengths

Demographics Strengths

- AHS and DNG have come together under one leadership team to provide a cohesive 9-12 instructional program and operational system.
- Additional faculty/staff was added to address the growing student population and instructional needs.
- There is a high level of student involvement in extracurricular activities and support from the community.
- The campus has low student retention and dropout rates.

- A high percentage of students have access to resources and support at home.

Needs

- Parent engagement within the Emergent Bilingual and Economically Disadvantaged populations is lower than that of all students.
- Rapid growth presents challenges with resources, staffing, and creating a culture of connectedness.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The school is experiencing rapid growth that is putting a strain on resources such as classroom space, and staffing.	Excellent school district reputation and residential and commercial growth within the district.
2	The campus sub-populations consistently score lower on state assessments than all students.	Lack of resources to provide high-quality Tier 2-3 intervention plans with fidelity.

★ = Priority

Student Achievement

Summary

At Aledo High School - Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. Faculty, staff, parents, and students value and maintain high standards for achievement. Students are provided tutorials, pull-out remediation, academic seminars, intensive interventions, varied ongoing assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They are developing a sense of collective responsibility through weekly targeted interventions and extensions during Flex. Teachers work to build relationships with their students, so they know their strengths and needs. Additionally, the campus has two intervention specialists who are leading intervention efforts and coordinating daily reading and math intervention opportunities for students. The campus has also hired 4 reading/math tutors to provide further intervention and support for students. STAAR End-of-Course Data is outlined below.

Spring 2023 - Biology				
Total Students	Percent Score	Approaches	Meets	Masters
592	62.89%	97.64%	82.43%	36.32%
Spring 2023 - English 1				
Total Students	Percent Score	Approaches	Meets	Masters
595	73.46%	92.77%	86.05%	31.26%
Spring 2023 - Algebra 1				
Total Students	Percent Score	Approaches	Meets	Masters
373	53.17%	85.25%	52.01%	20.38%
Spring 2023 - English 2				
Total Students	Percent Score	Approaches	Meets	Masters
561	73.39%	94.83%	86.99%	23.17%
Spring 2023 - US History				
Total Students	Percent Score	Approaches	Meets	Masters
483	64.07%	98.34%	86.54%	55.28%

College Board AP data revealed that over 64% of the students who took an AP exam scored a 3 or higher making them eligible to receive college credit. Additionally, 89% of students enrolled in OnRamps Dual Enrollment courses were eligible to receive college credit. The College, Career, Military Readiness accountability measure is estimated to be at 74% for the graduating class of 2023 and projected to be at 90% in 2024.

AHS had 2 National Merit Finalists, and 16 National Merit Commended Scholars during the 22-23 school year. An additional 72 students were also recognized as College Board National Recognition Program Scholars (African American, Hispanic, Indigenous, and/or Rural and Small Town Scholars).

Data included in identifying needs are state assessment data including student group desegregation, grade reports, teacher input, discipline data, Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, PSAT/SAT participation, and CCMR data.

Strengths

Student Achievement Strengths & Problem Statements

- There was an increase in participation in AP exams and student scores remained steady.
- There was an increase in participation in advanced academic courses including AP, PAP, On-Ramps Dual Enrollment, and Dual Credit.
- There was an increase in the number of nationally recognized students from 2021-2022 to 2022-2023.
- We have a structured time to focus on student intervention and extension.
- All freshmen and sophomores are provided the opportunity to take the PSAT, and all seniors are given the opportunity to take the SAT during the school day.
- Teachers use data to address weaknesses in achievement through collaborative team meetings each week.

Needs

- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas: staff development with a focus on serving EL students, supplemental materials, and tutoring for EL students ($20,131).
- Title I funding will be utilized to supplement summer school offerings for EOC and dyslexia students as follows: summer school personnel, summer school transportation, and summer school materials
- Title I funding will be utilized to provide services to students in the following areas: homeless student supplies ($15
- Students categorized as Emergent Bilingual (EB), special education, and economically disadvantaged demonstrated lower STAAR performance in English II and US History than all students.

*Note: Dollar amounts refer to district-wide funds

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1 ★	After an analysis of district and campus data, there is not consistent implementation of instructional design that demonstrates multiple strategies to maximize student engagement and establish relevant learner connections; and students are not consistently demonstrating essential academic and social behaviors in all school-related settings.	Lack of intentional Tier 1 student training regarding academic and social behaviors, and not enough emphasis on intentional lesson design.
2	Student participation in advanced academics is on the rise but we still have unidentified students who could/should be participating.	Student motivation, engagement, and recruitment efforts.
3	There is an achievement gap related to our special education students compared to the general population on the state assessments.	Some students served through special education lack the prerequisite skills and require more intensive Tier II and Tier III intervention.

★ = Priority

School Culture and Climate

Summary

Aledo High School - Daniel Ninth Grade is developing a culture of excellence and connectedness. The climate is one that fosters relationships, relevance, and collaboration. AHS-DNG has a culture of success that must be maintained and built upon each year. We have experienced great success in fine arts, student organizations, academics, and athletics over the years and it is a tradition that each group wants to continue to build upon. In response to student survey data, the faculty and staff are collectively committed to establishing connections and building relationships with students and one another.

AHS-DNG is a Professional Learning Community that is committed to ensuring high levels of learning for all students. The campus is divided into ten departments; each led by a department chair that facilitates monthly meetings and culture-building activities. Additionally, the instructional staff is divided into 37 collaborative teams which meet weekly to engage in the PLC process to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions daily and teachers are working collectively to provide these opportunities to students during a Flex period. The faculty and staff work together to maintain a safe, enjoyable learning environment for students. Team-building exercises were built into teacher in-service to support the development of a high-performing team.

The counseling program provides academic seminars, SOS Signs of Suicide, guidance lessons, small group counseling, and character education. A Student Ambassador Program has been established to provide leadership opportunities and to ensure a smooth transition for our new students. These Ambassadors facilitate our Bearcats are Back Student Orientation, support new students as they transition to AHS-DNG, and facilitate other special projects on campus.

Various student organizations such as the Student Council, National Honor Society, Leading Ladies, etc. also intentionally focus on building a positive culture and climate through events and initiatives. Through the P2 weekly character lessons and various student groups promoting desired character traits through special projects, students have ownership and are empowered to positively influence the AHS-DNG culture and climate.

Administrators also hosted Student Success Seminars within the first 3 weeks of school to establish expectations and a campus climate that is conducive to learning.

The data sources reviewed to identify areas of need include questionnaires/surveys, school walk-through data, focus groups, and meetings.

Strengths

Strengths

- AHS has a collaborative culture where 37 teams of teachers work together to ensure high levels of learning

for all students.
- The instructional focus has remained the same for many years; resulting in alignment and faculty commitment.
- Most parents view school as a positive, supportive learning community.
- The school has effective safety plans.
- Involvement in campus activities is a huge strength; both in competitiveness and participation.
- Campus administration is making an intentional effort to maintain systems and structures to support the expectation of excellence as the campus grows rapidly.

Needs:

- Title IV funding ($11,492) will be allocated for staff members to engage in professional learning opportunities.

**Note: The dollar amount represents funds shared between all AISD campuses.*

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Social and emotional learning opportunities are not always engaging, relevant, and age-appropriate.	Limited SEL curriculum resources.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Aledo High School - Daniel Ninth Grade is comprised of veteran and new staff members who are all committed to student excellence. Teachers new to AHS=DNG participate in a campus New Teacher Induction Program meeting once a month for training, connection, support, and orientation. Teacher mentors are assigned to new staff with less than 3 years of experience to support their transition into the profession and to AHS-DNG. These mentors meet with teachers weekly to provide support, partnership, and guidance. Team-building and culture-builders are scheduled at least monthly and embedded into the culture to create faculty engagement and connection.

AHS-DNG is a learning community made of up 226 faculty and staff members. All teachers are credentialed to teach their assigned courses. Teachers have varying college and graduate degrees and many hold multiple teacher and professional certifications.

Teachers meet to engage in the PLC process during weekly collaborative team meetings. Professional learning is a part of the campus culture and is incorporated regularly. Teacher leaders have the opportunity to provide professional learning for their peers, and Just-in-Time training opportunities are offered throughout the year. Teachers are attending the PLC Institute and AP Summer Institutes on a rotational basis. Opportunities to build relationships are provided through various social gatherings, and team-building activities were built into Teacher In-Service to facilitate the development of a high-performing team.

Teachers are evaluated and supported through the T-TESS appraisal system and develop two professional goals annually. Administrators conduct informal and formal walkthroughs and full observations to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walkthroughs to monitor the implementation of the district instructional priorities.

The following data sources were reviewed to identify needs in the area of staff quality, recruitment, and retention: observation data, collaborative feedback, student achievement data, professional development records and goals, staff retention rate, teacher certification, and qualification data.

Strengths

Strengths & Needs

- Each teacher is part of an assigned department for support, connection, collaboration, and team-building.
- New teachers are provided a mentor and are a part of the campus and district New Teacher Induction Programs.
- Professional Learning is a part of our culture; teachers are provided opportunities to grow and improve.
- There is a high level of faculty participation in extensive professional learning opportunities: AP Institutes, AP

Grading, OnRamps Institute, and the PLC Institute.

- Salary increases and the district's reputation have a positive impact on the recruiting process.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.

Needs

- Title II funds ($20,381) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

**Note: The dollar amount represents funds shared between Aledo High School and Daniel Ninth Grade.*

- Teachers are leaving the profession at a higher rate each year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	The faculty and staff retention rate hasn't returned to the level prior to 2020.	Education challenges, expectations, and workloads have increased resulting in teachers leaving the profession.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

The faculty of Aledo High School - Daniel Ninth Grade is working to support the District Instructional Focus for the 2032-2024 school year. Teachers are implementing the Workshop Model with a focus on rigor and relevance to address the District Problem of Practice. Teachers participate in curriculum writing and curriculum mapping where they identify essential standards, develop common assessments, and backward design.

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. Curriculum specialists also facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Collaborative teams meet in collaborative teams on a weekly basis to engage in the PLC critical questions.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, teacher iPads, student devices, Eduphoria, Canvas, Pear Deck, and other applications. Teachers have been trained in the Workshop Model, Thinking Maps, Canvas, and other technology integration that they are implementing into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

Pre-AP and AP teachers have been trained and are utilizing the College Board Pre-AP and AP Classroom resources. The OnRamps teachers participated in a 2-week training course to equip them to facilitate OnRamps dual enrollment courses. AP Classroom and Albert IO are additional instructional resources available to teachers and students.

Data sources reviewed in identifying curriculum and instructional needs include the following: teacher lesson plans, student achievement data, staff input, state standards, research-based curriculum resources, curriculum documents, available technology, observations, collaborative departmental data, and vertical alignment.

Strengths

Strengths & Needs

- There is a common instructional focus across the district and campus.
- Professional learning opportunities are directly related to the instructional focus.
- Collaborative teams are continuing to align instruction and assessment through the development of essential standards and common assessments.
- Learning walks allow campus-wide data to be collected and shared with the faculty to increase the implementation of the instructional priorities.

- A focus on student-driven learning is increasing student engagement and relevance.
- We have strong CTE programs that provide many opportunities for students to study areas of interest.

Needs:

- Title II funds ($20,381) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

**Note: The dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*

- Teachers are not yet implementing the district instructional focus non-negotiables at the target level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	There is an achievement gap between "all students" and the sub-populations on the state assessments.	Lack of resources necessary to provide sufficientTier II and Tier III interventions.
2	The AP & OnRamps US History curriculum timelines do not align with that of on-level US history resulting in challenges related to the STAAR End-of-course exam.	College courses do not follow the TEKS curriculum and therefore are not aligned with the STAAR assessment.

★ = Priority

Family and Community Engagement

Summary

Aledo High School - Daniel Ninth Grade believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as new student orientation, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, a parent volunteer program, mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Major Clarity, weekly newsletters, and social media are ways the campus is trying to increase communication and transparency. Teachers are also utilizing Canvas and Remind to keep parents informed.

The campus partners with PTO to provide support and resources to students and teachers throughout the school year. Additionally, a parent volunteer program has been developed and there are over 25 parents actively volunteering in the AHS-DNG buildings. Parents attended a campus training and are volunteering in the offices, library, and during special events. Various community partners also provide recognition, incentives, and treats for teachers in support of the work we do.

Additionally, we host several parent events including Curriculum Night, the Info Expo, Just for Juniors, Senior Summit, Free Application for Federal Student Aid (FASFA) Night, Dual Credit Night, AP Registration Summit, and Advanced Academic Night. Weekly parent newsletters provide direct resources for parents to best support their students academically at home.

AdvoCats also continues to support our economically disadvantaged students with their needs during the year.

Strengths

Strengths & Needs

- There is strong communication from the campus to parents on a weekly basis.
- Support from local businesses by providing resources and/or financially supporting the campus.
- Individuals outside of the community believe that we have highly effective schools resulting in rapid growth.
- Excellent parent and community involvement/presence at all student activities and support for student needs.
- Student organizations and extracurricular activities provide many community service opportunities for students.

Needs:

- Parent involvement in academics decreases as students enter and progress through high school.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Parent involvement of our economically disadvantaged and emergent bilingual students is lower than that of our overall population.	Families within these sub-populations are not as connected to the school community.

★ = Priority

School Organization

Summary

The leadership structure was reorganized this year to address the incorporation of Daniel Ninth Grade and includes a principal, two associate principals, and four assistant principals. The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, business representatives, and community members to make organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders (from both AHS and DNG) and administrators who evaluate effectiveness and facilitate necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in curriculum writing, and program selection and implementation.

A master schedule has been developed that supports the PLC process. Collaborative teams meet weekly to engage in work surrounding the 4 PLC critical questions to ensure high levels of learning for all students. All teachers have been assigned to a specific department which is led by a Department Chair. Each collaborative team also has a Collaborative Team Leader charged with guiding their individual teams. The campus has increased the number of collaborative teams to 37; eliminating the unnecessary singleton teachers so collaboration and collective responsibility are possible.

Students are offered multiple career pathway options through the five endorsements that are available at AHS-DNG. They have various course options and extracurricular opportunities available to them. The OnRamps dual enrollment program and AP program continue to grow and provide new opportunities for students. Additionally, AHS offers multiple intervention/remediation courses for students with academic gaps including new college readiness classes introduced this school year.

Strengths

Strengths & Needs

- Increased number of collaborative teams to 37 separate teams; teachers no longer teach in isolation.
- Increased number of AP, OnRamps, and CTE courses being offered to students.
- More opportunities for teacher leadership, such as mentors, department chairs, guiding coalition members, and collaborative team leaders.
- Flex is being utilized to maximize individual instruction, intervention, and extension.
- A change in the off-period policy has positively impacted the campus College, Career, and Military Readiness (CCMR) data.

Needs:

- Streamline CTE course pathways to ensure sustainability.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Teachers are provided limited (once/week) collaborative time during the school day.	The cost of adding a period of collaborative team time each day is prohibitive, and some teachers are part of more than one CT due to their teaching assignments.
2	Students are eligible to take fewer classes in their junior and senior years; leaving early and devaluing instructional time.	Increasing the number of required courses has staffing implications.

★ = Priority

Technology

Summary

Aledo High School - Daniel Ninth Grade is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology that can be integrated into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. Students have been issued a district device or may bring their own approved device to school which also allows for increased technology integration. The use of the Canvas LMS system allows teachers to post assignments and instructional resources online for students, and the Go Guardian program allows them to monitor student technology usage on school-issued devices.

Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 tools, and applications, Google Apps for Education, Peardeck, and Canvas are utilized by faculty and students on a regular basis. Teachers have access to Remind and email as a way to communicate regularly with parents.

AHS-DNG has additional technology resources in the science labs, lecture halls, and libraries. In addition to instructional technology, the campus has the technology to ensure student safety. There are access control systems at each entrance and security cameras inside and outside the building. Students are all issued ID Badges which can be used to access the building, make purchases in the campus cafeteria, print, and check out resources in the AHS library.

The data sources reviewed to identify needs in technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

Strengths

Strengths

- The use of the Canvas LMS allows students access to instructional materials and online learning and prepares them for higher education platforms.
- Students all have a technology device that helps faculty maximize technology integration.
- Safety technology is implemented consistently across campus (e.g., ID badge security)
- The use of Canvas and other learning platforms has increased professional learning opportunities and it provides flexibility for teachers to engage in learning.

Needs:

- Students are not required to utilize a school district device which creates monitoring limitations.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Technology requests are not met in a timely manner.	Staffing in the technology department doesn't match the level of campus needs.
2	Not all teachers feel equipped to maximize the use of the LMS and other technology programs available.	Lack of time for intentional, ongoing training.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	After an analysis of district and campus data, there is not consistent implementation of instructional design that demonstrates multiple strategies to maximize student engagement and establish relevant learner connections; and students are not consistently demonstrating essential academic and social behaviors in all school-related settings.	Lack of intentional Tier 1 student training regarding academic and social behaviors, and not enough emphasis on intentional lesson design.

★ = Priority

Goals

Goal 1 How We Teach: Delivery of Instruction

Performance Objective 1

AHS - DNG will implement four identified components of Fundamental 5 with fidelity including Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk, and the campus look for Power Zone, into daily instruction, 100% of the time, by June 2027.

Evaluation Data Source: Daily Impact Walk Data

Strategy 1

Campus administrators, coordinators, and specialists will model instructional strategies that are directly aligned with the instructional focus during campus professional learning opportunities throughout the school year.

Strategy's Expected Result/Impact: Teachers will gain strategies and resources that can be taken back to the classroom and utilized within their content areas.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Campus Coordinators

Formative Reviews

December	February	April	June

Strategy 2

Professional learning opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities.

Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities such as Just in Time trainings and campus breakout sessions to learn new strategies for implementation.

Staff Responsible for Monitoring: Instructional Specialists, Coordinators, and Campus Administrators

Formative Reviews

December	February	April	June

Strategy 3

Teachers will meet in collaborative teams weekly to align instructional practices and share ideas for implementation.

Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.

Staff Responsible for Monitoring: Collaborative Team Leadership, Instructional Specialists, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 4

Teachers will be provided feedback to reinforce implementation following Daily Impact Walk and T-TESS walkthroughs conducted by campus administrators.

Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 5

Daily Impact Walk Data will be shared in the bulletin and faculty meetings, after each cycle to provide performance feedback.

Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.

Staff Responsible for Monitoring: Department Chairs, Campus Administrators

Formative Reviews

December	February	April	June

Performance Objective 2

AHS-DNG will implement the Power Zone indicator of the learner engagement rubric with fidelity in 100%

of classrooms, by June 2027.

Evaluation Data Source: Daily Impact Walk Data

Strategy 1

Campus administrators, coordinators, and specialists will model engagement strategies during campus professional learning opportunities.

Strategy's Expected Result/Impact: Teachers will utilize engagement strategies within their lessons.

Staff Responsible for Monitoring: CT leaders, Instructional Specialists, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 2

Teachers will be provided feedback to reinforce student engagement following Daily Impact Walk and T-TESS walkthroughs conducted by campus administrators.

Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 3

Daily Impact Walk Data will be shared with faculty after each cycle to provide performance feedback.

Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.

Staff Responsible for Monitoring: Department Chairs, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 4

Teachers, administrators, and specialists will participate in district and new teacher Instructional Rounds.

Strategy's Expected Result/Impact: Teachers will dig into the Learner Engagement Rubric and gain strategies from their observations.

Staff Responsible for Monitoring: Campus Administrators, District C&I Team

Formative Reviews

December	February	April	June

Strategy 5

Teachers will meet in collaborative teams weekly to align instructional practices and share ideas for implementation.

Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.

Staff Responsible for Monitoring: Collaborative Team Leadership, Instructional Specialists, Campus Administrators

Formative Reviews

December	February	April	June

Goal 2 Professional Learning Community Actions

Performance Objective 1

By June 2027, 90% of the AHS-DNG collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source: Professional Learning Community at Work Collaborative Team Ratings

Strategy 1

Collaborative Team Leader training will be held 5 times throughout the year - prior to the start of the year and quarterly throughout.

Strategy's Expected Result/Impact: Collaborative team leaders will be equipped and empowered to guide their teams. Expectations will be set and systems will be shared across all content areas.

Staff Responsible for Monitoring: Associate Principal of Teaching & Learning, Instructional Specialists

Formative Reviews

December	February	April	June

Strategy 2

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.

Strategy's Expected Result/Impact: Productivity will rise as students become more motivated and focused on their tasks, leading to higher-quality work and more efficient use of class time. Additionally, students will demonstrate an improved ability to apply content knowledge in real-world contexts, showing a greater understanding of material and its relevance beyond the classroom. This holistic growth will contribute to stronger academic performance and the development of critical thinking skills.

Staff Responsible for Monitoring: Curriculum Coordinators, Associate Principal of Teaching & Learning, CT Leaders

Formative Reviews

December	February	April	June

Strategy 3

Collaborative Teams will identify Essential Learning Standards for each unit of study, clarify criteria for student mastery, and backward design their lessons.

Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2026.

Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists, CT Leaders

Formative Reviews

December	February	April	June

Strategy 4

The master schedule will be built with intention; allowing for collaborative team members to have time built into their schedule for weekly meetings.

Strategy's Expected Result/Impact: Collaborative teams will have common planning time built into their daily schedule.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 5

Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions.

Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction as needed.

Staff Responsible for Monitoring: Campus Administrators, Curriculum Coordinators, Collaborative Team Leaders

Formative Reviews

December	February	April	June

Performance Objective 2

By June 2027, 90% of the AHS-DNG collaborative teams will rate at the "Developing" level on the PLC at

Work Continuum: Building a Collaborative Culture through high-performing teams.

Evaluation Data Source: Professional Learning Community at Work Collaborative Team Ratings

Strategy 1

Collaborative teams will meet weekly utilizing guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on the right work.

Strategy's Expected Result/Impact: Collaborative teams will rate at the "Developing" level on the PLC Continuum by June of 2026.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Collaborative Team Leaders

Formative Reviews

December	February	April	June

Strategy 2

Collaborative team members will develop expectations, roles, and responsibilities to share the workload.

Strategy's Expected Result/Impact: Collective responsibility and interdependence will be developed within collaborative teams.

Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists

Formative Reviews

December	February	April	June

Strategy 3

Collaborative Team Leaders will generate focused meeting agendas that align their work with the four critical questions.

Strategy's Expected Result/Impact: Team collaboration will focus on students learning.

Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists

Formative Reviews

December	February	April	June

Strategy 4

Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.

Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Collaborative Team Leaders

Formative Reviews

December	February	April	June

Strategy 5

Teachers will structure Flex time in a way that provides targeted intervention and extension.

Strategy's Expected Result/Impact: Teachers will team up to divide content and concepts during Flex; building collective responsibility.

Staff Responsible for Monitoring: Collaborative Team Leaders, Instructional Specialists, Department Chairs, Campus Administrators.

Formative Reviews

December	February	April	June

Performance Objective 3

By June 2027, 90% of the AHS-DNG collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Source: Professional Learning Community at Work Collaborative Team Ratings

Strategy 1

Collaborative Teams will develop and utilize common assessments to measure student progress and mastery.

Strategy's Expected Result/Impact: Teachers will utilize results to guide instruction, intervention, and extension.

Staff Responsible for Monitoring: Collaborative Team Leaders, Instructional Specialists, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 2

Collaborative Teams will establish a SMART Goal and monitor/assess progress towards reaching the goal.

Strategy's Expected Result/Impact: Collaborative teams will rate at the "Developing" level by June of 2026.

Staff Responsible for Monitoring: Collaborative Team Leaders, Instructional Specialists, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 3

Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams.

Strategy's Expected Result/Impact: Teachers will develop collective responsibility and interdependence.

Staff Responsible for Monitoring: Collaborative Team Leaders, Instructional Specialists, Campus administrators

Formative Reviews

December	February	April	June

Strategy 4

Collaborative Teams will utilize district common assessments, unit assessments and/or benchmarks to monitor progress toward SMART goals.

Strategy's Expected Result/Impact: Teachers will analyze data to ensure a focus on results and student growth.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Collaborative Team Leaders

Formative Reviews

December	February	April	June

Goal 3

Aledo High School - Daniel Ninth Grades will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all campus departments.

Performance Objective 1

The AHS-DNG Administration Team will develop and implement five Guiding Coalitions--Academics, Attendance, Behavior, Leadership, and Culture--to strengthen instructional leadership capacity, promote shared ownership of campus improvement, and provide proactive, data-driven support to address identified problems of practice and meet the needs of all teachers and students.

Evaluation Data Source: By the end of the school year, five distinct Guiding Coalitions--Academics, Attendance, Behavior, Leadership, and Culture--will be established, with each coalition led by a designated administrator. Each coalition will meet routinely to review relevant data, identify trends and areas of need, and develop actionable strategies to support continuous campus improvement.

Strategy 1

Establish and maintain a recurring six-week meeting cycle for each Guiding Coalition to review data, monitor progress, identify emerging needs, and determine actionable next steps.

Strategy's Expected Result/Impact: Guiding Coalitions will maintain consistent six-week meeting cycles, with meeting agendas, data reviews, and documented action steps for each session. Coalition members will use data to identify trends, address emerging concerns, monitor progress toward campus goals, and implement targeted strategies that support instructional improvement and campus needs.

Staff Responsible for Monitoring: Campus Principal, Associate Principal of Teaching and Learning

Formative Reviews

December	February	April	June

Strategy 2

Require each Guiding Coalition to maintain an electronic record of meeting agendas, minutes, data reviewed, and identified action items in the campus shared folder to promote transparency, ensure accountability, and support consistent follow-up.

Strategy's Expected Result/Impact: Each Guiding Coalition will maintain a consistent and accessible electronic record of meeting agendas, minutes, data reviewed, and action items. Documentation will provide transparency across the campus leadership team, allow administrators to monitor progress and accountability, and ensure timely follow-up on identified needs and assigned action steps.

Staff Responsible for Monitoring: Campus Principal, Associate Principal of Teaching and Learning

Formative Reviews

December	February	April	June

Performance Objective 2

AHS-DNG will reduce the professional staff turnover rate by July 2027, to 15%.

Evaluation Data Source: The 2024-2025 school year was 18%, with a total of 30 resignations.

Strategy 1

Implement a monthly teacher and professional support staff recognition program to celebrate and honor individual commitment, hard work, and excellence.

Strategy's Expected Result/Impact: Provide special recognition and boost morale.

Staff Responsible for Monitoring: Campus Administration, Community Partners

Formative Reviews

December	February	April	June

Strategy 2

Implement a New Teacher Induction Program that provides ongoing professional learning, connection opportunities, and support.

Strategy's Expected Result/Impact: New teachers experience growth, connection, and support.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 3

Facilitate team-building and culture-builder activities to create a culture of connectedness.

Strategy's Expected Result/Impact: Increased faculty connection and engagement.

Staff Responsible for Monitoring: Campus Administration, Department Chairs, Campus Counselors

Formative Reviews

December	February	April	June

Strategy 4

Establish a departmental structure that provides small learning communities, support, and connections for all faculty and staff.

Strategy's Expected Result/Impact: Teachers connect within collaborative teams and departments. Department Chairs provide additional support and connection opportunities through a minimum of monthly meetings/events.

Staff Responsible for Monitoring: Campus Administrators, Department Chairs

Formative Reviews

December	February	April	June

Strategy 5

Professional learning opportunities will be provided throughout the school year to provide support, growth opportunities, resources, and engagement.

Strategy's Expected Result/Impact: Teachers will be equipped and empowered.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, Curriculum Coordinators, Department Chairs

Formative Reviews

December	February	April	June

Performance Objective 3

The AHS-DNG overall student attendance rate will increase to 97% by June of 2027.

Evaluation Data Source: Attendance Reports

Strategy 1

Implement the campus attendance intervention system with fidelity.

Strategy's Expected Result/Impact: Early intervention to address truancy issues

Staff Responsible for Monitoring: Truancy Intervention Specialist, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 2

Update the semester exam exemption policy to include an attendance provision as an attendance incentive.

Strategy's Expected Result/Impact: Increased student attendance.

Staff Responsible for Monitoring: Campus Administrators

Formative Reviews

December	February	April	June

Strategy 3

Recognize and celebrate both student and staff attendance milestones on a regular basis and consistently share progress toward attendance goals with students, staff, and the community.

Strategy's Expected Result/Impact: Staff and Students will be more informed and student attendance will increase.

Staff Responsible for Monitoring: Campus Administrators, Campus Webmaster, Truancy Specialist

Formative Reviews

December	February	April	June

Strategy 4

PEIMS audits will be performed to ensure proper attendance coding.

Strategy's Expected Result/Impact: Overall state funding will be maximized.

Staff Responsible for Monitoring: Campus Administrators, PEIMS Secretary

Formative Reviews

December	February	April	June

Performance Objective 4

AHS-DNG will implement safety and security measures promoting an environment where students, parents, and staff feel safe and heard.

Evaluation Data Source: Safety audit reports, monthly internal door audit reports, student and parent surveys

Strategy 1

Safety expectations will be communicated and training will be provided for all faculty and students including the SRP, safety drills, and safety exercises to increase safety and emergency preparedness.

Strategy's Expected Result/Impact: Faculty, staff, and students will be equipped to enhance the safety of all and will be prepared in the event of an emergency.

Staff Responsible for Monitoring: Campus Administrators, Campus Police

Formative Reviews

December	February	April	June

Strategy 2

Conduct daily internal and external door audits to ensure all doors are secure.

Strategy's Expected Result/Impact: Increased level of safety and security.

Staff Responsible for Monitoring: Campus Administrators, Campus Police

Formative Reviews

December	February	April	June

Strategy 3

Maintain a high level of adult supervision throughout the building throughout the school day.

Strategy's Expected Result/Impact: Increased level of safety and security, and supervision.

Staff Responsible for Monitoring: Campus Administrators, Campus Police

Formative Reviews

December	February	April	June

Strategy 4

By the end of the school year, 100% of AHS-DNG students will consistently wear their school-issued ID badges while on campus, as measured through routine Daily Impact Walks (DIWs). The administration team will implement and monitor the student ID badge accountability system with fidelity, using DIW data to track compliance, identify trends, and address areas of concern.

Strategy's Expected Result/Impact: Students will wear their ID badges and be identifiable resulting in an increased level of safety and security.

Staff Responsible for Monitoring: Campus Administration, Campus Faculty & Staff

Formative Reviews

December	February	April	June

Performance Objective 5

The percentage of graduates that meet the criteria for College Career Military Readiness will increase to 90% for the 2026 accountability rating.

Evaluation Data Source: OnRamps enrollment and pass rates; AP enrollment and exam pass rates; dual credit completion; TSI pass rates; data rate completion of TSI substitute courses; military enlistments; pass rate industry-based certifications; level I and level II certification completions, increase percentage of completer status in CTE pathways.

Strategy 1

Implement a Tiered TSI Intervention Plan that includes a specified curriculum for designated courses, small group and individual tutorials, and TSI preparation.

Strategy's Expected Result/Impact: Increased percentage of students taking and passing the TSI test.

Staff Responsible for Monitoring: Campus Administrators, Advanced Academics Director, Intervention and Instructional Specialists, Hired Tutors, Testing Coordinator

Formative Reviews

December	February	April	June

Strategy 2

Host AP Saturday review events, and practice AP exams for AP test preparation.

Strategy's Expected Result/Impact: Increased percentage of students receiving a 3 or higher on AP exams

Staff Responsible for Monitoring: Advanced Academics Director, Campus Administrators, AP Teachers

Formative Reviews

December	February	April	June

Strategy 3

Utilize AP Classroom, PAP Classroom, and Albert IO for progress monitoring and a test preparation resource.

Strategy's Expected Result/Impact: Increased percentage of students receiving a 3 or higher on AP exams

Staff Responsible for Monitoring: Advanced Academics Director, Campus Administrators, AP Teachers

Formative Reviews

December	February	April	June

Performance Objective 6

AHS-DNG Counseling Team will develop and implement processes that support the four components of a successful school counseling program including: systems support, individual planning, guidance, and responsive services by the end of the 26027 school year.

Evaluation Data Source: SMART Goal Progress Monitoring form, Counseling EOY Needs Assessment

Strategy 1

Develop a robust Guidance Curriculum to be facilitated with students throughout the year.

Strategy's Expected Result/Impact: Students will be able to build relationships and access counselors through relevant and meaningful guidance.

Staff Responsible for Monitoring: Lead Counselor, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 2

Facilitate at least one school/community event each quarter.

Strategy's Expected Result/Impact: Provide ongoing resources for students/families and increase family engagement.

Staff Responsible for Monitoring: Lead Counselor, Campus Administrators

Formative Reviews

December	February	April	June

Strategy 3

Evaluate and update the course selection process, academic planning guide, and timeline.

Strategy's Expected Result/Impact: Provide personalized, timely course selection guidance to students.

Staff Responsible for Monitoring: Lead Counselor, Campus Administration

Formative Reviews

December	February	April	June

Performance Objective 7

AHS-DNG will successfully implement standardized behavior protocols for the 2026-2027 school year by integrating the LEAD framework.

Evaluation Data Source: The AISD behavior standards will be fully implemented across all campus areas, including classrooms, common areas, the cafeteria, and all school functions.

Strategy 1

Teach/reteach behavior standards with students and staff multiple times throughout the year

Strategy's Expected Result/Impact: Provide initial and follow up reemphasis of behavior standards to support consistent implementation across all areas of campus.

Staff Responsible for Monitoring: Campus Administration, Campus Lead Guiding Coalition

Formative Reviews

December	February	April	June

Strategy 2

Develop and implement positive behavior recognition opportunities for students and staff.

Strategy's Expected Result/Impact: Improve culture through positive recognition of students and staff.

Staff Responsible for Monitoring: Campus Administration, Campus Lead Guiding Coalition

Formative Reviews

December	February	April	June

Committees

Committees

Campus Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Sarah	Gallaher	Business Representative	Business Representative
Janet	Coble	Business Representative	Business Representative
Todd	Kovach	Community Representative	Community Representative
Loryn	Windwehen	Teacher	Classroom Teacher
Randall	Bruton	Teacher	Classroom Teacher
Valerie	Redding	Teacher	Classroom Teacher
John	Robertson	Teacher	Classroom Teacher
Kim	Cox	Teacher	Classroom Teacher
Gillian	Walker	Teacher	Classroom Teacher
Dan	Shedd	Teacher	Classroom Teacher
Alexis	Spencer	Teacher	Classroom Teacher
Emily	Robison	Teacher	Classroom Teacher
Hunter	Meroney	Teacher	Classroom Teacher
Claire	Gay	Teacher	Classroom Teacher
Jami	Warner	Parent Representative	Parent

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