

Aledo Independent School District
Aledo Middle School
2022-2023 Campus Improvement Plan



Mission Statement

Aledo ISD Mission Statement: Ensuring high levels of learning for all students.

Aledo Middle School Mission Statement: The mission of AMS is to provide all students the opportunity to develop their full potential; to inspire critical thinking, collaboration, and creativity; and to be effective communicators in a global society.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

"Be the Difference"

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo Middle School is a fast-growing campus, dedicated to meeting both the academic and social-emotional needs of our students. Our current student enrollment is 944 in grades 6, 7, and 8. The campus staff is comprised of the following members: 4 campus administrators, 54 general education teachers, 5 special education teachers, 1 ESL teacher, 3 counselors, 3 instructional specialists, 2 intervention specialists, 1 part-time special education counselor, 1 part-time intervention counselor, 1 campus librarian, 1 diagnostician, 1 special education instructional facilitator, 1 speech therapist, 1 nurse, 4 office staff paraprofessionals, 1 school resource officer, 1 campus safety specialist, 1 athletic trainer, 3 special education paraprofessionals, and 1 ISS paraprofessional.

For the 2022-2023 school year, the student population at Aledo Middle School is 51% female and 49% male. The ethnic breakdown for the current school year is as follows: African American-0.8%; Asian-0.5%; American Indian-0.5%; Two or More Races-4.6%; White-77.1%; and Hispanic-16.4%. Currently, our economically disadvantaged population is 11.8%. The percent of students receiving special education services is 8.7% and the percentage of students receiving ESL services is 2.2%.

AMS strives to foster an environment in which students feel safe and enjoy attending school. This is evidenced by our high attendance rate and strong participation in extracurricular activities. Our attendance rate for the 2021-2022 school year was 94.13% This is a 1.92% decrease from the 2019-2020 school year. It should be noted that attendance rates were impacted by the COVID-19 pandemic.

During the first few weeks of the 2022-2023 school year, AMS gathered data from a variety of sources and used the data gathered to develop the comprehensive needs assessment. The process for reviewing the data and identifying campus strengths and needs began during Professional Learning Days (August 2022). During this time, instructional staff members reviewed academic, disciplinary, and campus survey data to begin setting campus goals for the upcoming year. In August and September, through weekly Collaborative Team meetings, staff members intensively reviewed data trends to refine academic goals. Staff members also submitted a beginning of the year survey soliciting both strengths and needs of AMS. The Campus Advisory Team (CAT) worked together virtually to revise the campus plan based on the campus comprehensive needs assessment from September 26 to September 29, 2022. The plan was also shared with the AMS faculty for review and discussion. The plan will be monitored, reviewed, and revised (if needed) in December, February, and April. Summative evaluation of the plan will be conducted in June.

Demographics Strengths

Strengths:

- AMS has a highly qualified faculty that is focused on achieving academic excellence and meeting the needs of all students.
- The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.
- Campus culture is supportive and committed to shared vision and goals.

Needs:

- Class sizes are still relatively large (30 students).
- Our building is still under construction. While there is significantly more space, there are still areas that are not fully usable.
- Title I:A \$1,420: supplies for homeless student
- Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student enrollment continues to increase, course availability and class size continue to be challenges. **Root Cause:** Excellent reputation and residential and commercial growth within the district.

Problem Statement 2: Active construction on site impacts campus operations and events. **Root Cause:** Construction schedule impacted by supply issues and complications with project.

Student Achievement

Student Achievement Summary

Aledo Middle School is committed to student achievement and student success. Faculty, staff, parents, and students value and maintain high standards for achievement. AMS strives to provide high quality daily instruction. Students are encouraged to become self-directed and take ownership in their learning as they prepare for high school and beyond. Specifically, AMS is focused on providing students with multiple strategies to maximize learner engagement. This is directly related Aledo ISD's Problem of Practice. To that end, teachers are engaging in work with the Rigor and Relevance rubrics to refine instructional design. Campus Administrators, District Administrators, and Instructional Specialists are reinforcing this work through campus observations, coaching, and professional learning. Student conferences are held regarding grades, study habits, and overall academic performance. Failure rates are monitored each grading cycle by campus administration and counselors.

Failure Report for 2021-2022

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
7th Grade	3.3%	5.4%	6.1%	4.1%
8th Grade	13.7%	10.5%	14.1%	15.2%

Additionally, students are provided academic support through extensions and interventions embedded in the school day. Most typically, this support is provided during Flex. To determine student need, campus administration, instructional specialists, interventionists, and teachers organized in collaborative teams by grade level and content area review and monitor student performance, primarily around essential academic and behavioral standards. Flexible grouping is utilized to meet varied student needs. Failure rates are also monitored each grading cycle by campus administration and counselors.

For the 2021-2022 school year, AMS achieved the following proficiency levels on STAAR/EOC.

These performance levels resulted in an overall rating of a B.

Math/Algebra I

	Approaches	Meets	Masters
7th Grade	69%	28%	9%
8th Grade	86%	57%	22%
Algebra I	100%	99%	94%

Note: This is the first year 7th Grade Advanced Math students have taken 8th Grade STAAR.

Reading Language Arts

	Approaches	Meets	Masters
7th Grade	92%	78%	59%
8th Grade	92%	78%	57%

Science

	Approaches	Meets	Masters
8th Grade	88%	69%	42%

Social Studies

	Approaches	Meets	Masters
8th Grade	81%	50%	32%

Also, this will be the first year that AMS will serve grades 6-8. Therefore, we also looked at STAAR data (Spring 2022) for students currently enrolled on our campus.

We found the following performance levels:

	Approaches	Meets	Masters
Incoming 6th Grade Reading	91%	77%	60%
Incoming 6th Grade Math	94%	67%	42%
Incoming 7th Grade Reading	92%	78%	50%
Incoming 7th Grade Math	96%	74%	43%
Incoming 8th Grade Reading	92%	78%	63%
Incoming 8th Grade Math (Took 7th Grade STAAR)	67%	32%	9%
Incoming 8th Grade Math (Took 8th Grade STAAR)	97%	78%	39%

Student Achievement Strengths

Strengths:

- Multiple venues are used to keep parents informed about student progress: Ascender Parent Portal, Phone Conferences, Parent Meetings, Utilization of Individual Progress Reports, Remind, Report Cards, and Email.
- Return to in-person events such as Back to School Night, Campus Preview, and AMS in Action.
- Continued staff support is offered for all students throughout the school day.
- FLEX offered daily to provide intervention and extension.

- Eduphoria is beneficial in tracking student progress from year to year.

Needs:

- Continued professional learning around Rigor, Relevance, and Learner Engagement rubrics.
- Continue to establish and reinforce clear expectations for student behavior across the campus.
- Continue to establish and reinforce consistent classroom procedures and routines that encourage active participation.
- Continue to engage in the PLC process so that teachers can collaboratively plan and provide instructional tasks that encourage students to take risks and experience productive struggle.
- Title III funding (\$19,880) will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - Professional learning focused on high yield instructional strategies and instructional programming for ELL students
 - Supplemental materials
- Students not showing mastery will be provided additional tutorials (during the school day) and summer school opportunities.
 - ESSER Funds

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

Problem Statement 2 (Prioritized): After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of instructional design that provides for multiple strategies to maximize learner engagement. **Root Cause:** Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

School Culture and Climate

School Culture and Climate Summary

Aledo Middle School students and faculty are very proud of the tradition of academic excellence and the spirit of camaraderie that exists between the school and the community. The Aledo Middle School faculty believes the campus is staffed with caring individuals who work tirelessly to make learning fun and engaging for students. AMS is committed to making a difference in the lives of all students in order to help them develop academically, socially, and emotionally.

Aledo Middle School's climate is one that fosters relationships, rigor, relevance, and collaboration. Campus morale is positive, but intentional work is being done to provide support, grace, and guidance as we transition to a 6-8 campus with ongoing construction. There is also intentional work taking place to build consistency and collaboration between AMS and MMS across grade levels and departments. AMS continues to work to build capacity as a Professional Learning Community committed to ensuring high levels of learning for all students. Teachers meet weekly in collaborative teams to design instruction, intervention, and extension centered around essential standards.

AMS has also implemented a House System to foster a sense of belonging and community among students and staff. Houses meet weekly and the meetings are centered around our Positivity Project character strength for the week.

AMS is committed to providing exceptional experiences that empower learners for life. Such experiences are provided both inside and outside of the classroom. Students are provided opportunities to participate in Fine Arts, Academics, Athletics, and Student Organizations, The counseling program provides weekly guidance lessons through the Positivity Project (P2), Aim for Success, Signs of Suicide (SOS), Play it Safe, and small group counseling. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. This team has representatives from all grade levels who serve as an additional communication link between students and staff and make recommendations in regards to instructional needs, building concerns, and creating a positive learning environment.

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

Each campus participates annually in age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

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

School Culture and Climate Strengths

Strengths:

- Caring staff committed to academic excellence and student support.
- Caring parents that support the school and community through PTO and AdvoCats.
- Administer staff, student, and parent survey annually.

- Campus has established a Guiding Coalition that meets weekly to address campus programming and needs.
- Continue staff and student recognition programs (Difference Makers, Community Champions, and Employee of the Month).
- Continue a Year End Awards Ceremony for student awards and recognition.
- Sunshine Committee activities.

Needs:

- There is a need to continue to build a sense of community between AMS staff and families.
- There is a need to continue to build a sense of unity through the campus as we have many new staff members this school year - primarily due to the addition of 6th Grade.
- Continue to implement safety procedures across the campus with fidelity.
- Title IV funding (\$11,833) will be allocated for staff members to engage in professional learning opportunities.
 - Note: this allocation is shared between all Aledo ISD campuses.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to a high employee retention rate, Aledo Middle School is predominantly composed of experienced teachers. The experiences and wisdom that come with being a veteran teacher enable the staff to better understand the nature and needs of their students, as well as their own professional development needs.

Teachers meet weekly in grade level, departmental Collaborative Teams to plan instruction, disaggregate common assessment data, and engage in professional learning. Teachers are encouraged to attend district level professional learning including "Just in Time" training. Campus level professional learning stems from discussions regarding gaps in instructional practice.

Teachers are evaluated under the T-TESS appraisal system. Through this system, teachers receive feedback from 2 walk-throughs, 1 formal observation, a pre-conference, and a post-conference. Each year teachers set professional learning goals through the T-TESS system. This year, goals were intentionally set around descriptors from the International Center for Leadership in Education (ICLE) Rigor, Relevance, and Learner Engagement rubrics and building a sense of belonging for students as these were areas of concern from survey data. In addition to goals set through T-TESS, teachers are also working to achieve SMART (Sustainable-Measurable-Attainable-Reasonable-Targeted) Goals set forth by their Collaborative Teams. Professional staff not evaluated through T-TESS meet monthly with campus administration to discuss progress toward professional goals and evaluative tasks.

In an effort to continue to refine instructional practices and meet the goals of our instructional focus, campus administrators are conducting 10 Daily Impact Walks per week. Data collected from these walks is shared with staff members through Collaborative Team meetings.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% Highly Qualified Teachers
- Campus survey data indicates positive morale and supportive climate

Needs:

- As the student body becomes more diverse, we need to reflect that diversity in our highly qualified staff.
- Continued professional learning for staff centered around campus instructional goals.
 - Title II Allotment for AMS (\$8,048)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instructional work at AMS is driven by our Aledo ISD 2022-2023 Instructional Focus. Additionally, teachers are implementing Workshop Model with a focus on thoughtful and meaningful work to support both the District and Campus Problems of Practice. This work is supported by our Instructional Specialists and Coordinators.

Teachers continue to plan collaboratively around essential content standards and design instructional tasks according to the depth of the standards. Teachers are consistently implementing High Yield Formative Assessments and elements of the Fundamental Five including the Lesson Frame and Critical Writing. Teachers are also working to develop clear routines and procedures that yield active participation and learner engagement. This year, we are highly focused on instructional design that provides for multiple strategies to maximize learner engagement.

Teacher teams are working collaboratively to develop common formative assessments centered around essential standards in order to create a guaranteed and viable curriculum for all learners. Similarly, teachers are working to provide prescriptive feedback regularly. Lastly, the District has been aggressive in providing additional technology resources for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. This has been instrumental as we prepare students for online state assessment.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Teacher teams developed Year-at-a-Glance (YAG) documents for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.
- Ongoing development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material.
- Daily student centered objectives are clearly posted in all classrooms (“We will”, “I will”, and "So That I Can" statements).
- The Fundamental 5 are being implemented throughout all classrooms-primarily focusing on framing the lesson, academic discussion, and critical writing.
- Use of shared drives to facilitate resource sharing, data disaggregation, and collaboration.
- Use of MAP as a method of assessing and supporting academic growth in Reading and Math.
- Continued use of IXL as a supplemental tool for supporting academic growth in Math.

Needs:

- Continued professional learning needed regarding high quality formative assessments.
- Continued professional learning needed regarding student driven learning.
- Continued professional learning needed regarding Rigor, Relevance, and Learner Engagement rubrics.
- Continued professional learning needed for Workshop Model.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Post-COVID, our STAAR scores indicate a decline in "Closing the Gaps" - a growth measure for RLA and math. This measure negatively impacted our overall campus rating. **Root Cause:** Learning loss due to pandemic; potential discrepancy between rigor of assessment and instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

The partnership between family, community, and school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as PTO and AdvoCats. This year we have also been able to restore our Parent Volunteer program. We have conducted two volunteer sessions and will continue to hold trainings throughout the school year. Volunteers are helping in campus events, front office, library, and small group support.

AMS has also built strong partnerships with community businesses to support teachers and students. Specifically, AMS has partnered with Brookshire's of Aledo to recognize an Employee of the Month each month.

Parent and Community Engagement Strengths

Strengths:

- Information on campus web-page and social media accounts (Facebook, Twitter, and Instagram) informs parents about opportunities to be involved at AMS.
- Ascender/Parent Portal allows parents quick access to student's academic progress.
- Parent Link for administrators allows for disseminating important information to parents.
- Students and parents receive a weekly update from the principal via email and social media.
- Student participation in community service projects through Student Council, National Junior Honor Society (NJHS), and Athletics.

Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement of our economically disadvantaged and ESL families is low in comparison to our overall population. **Root Cause:** Families within these groups are not as connected to the school community.

School Context and Organization

School Context and Organization Summary

Aledo Middle School is dedicated to providing a welcoming environment in which students grow both academically and in character. We strive to evaluate our systems regularly and seek input from our stakeholders. School decision-making efforts are coordinated through our Guiding Coalition, Department Chairs, and Student Ambassadors. The Campus Advisory Team (CAT) works in conjunction with the staff, parents, businesses, and community members in making decisions for the campus that are in the best interest of the overall student population. Teacher input is valued in the process of curriculum development and implementation of instructional strategies that, in turn, promote the academic success of our students.

It is our belief that extracurricular activities enrich students' lives and lead to a more positive school experience. Extracurricular opportunities include Band, Athletics, Choir, Theatre, Student Council, National Junior Honor Society, National Junior Art Honor Society, Robotics and Aerospace, UIL Academics, Agriculture/FFA, Cheerleading, and Dance.

In order to facilitate strong communication between school and home, multiple communication methods are utilized. Examples include, Weekly Parent Newsletter from Principal, Phone, and Text messaging, class web-pages, Google Classroom, Remind, Parent Portal, Facebook, Twitter, and Instagram.

School Context and Organization Strengths

Strengths:

- Staff updates are disseminated weekly which includes a calendar of events and other relevant “need to know” information.
- Staff is surveyed informally throughout the year and formally once per year.
- Campus web-page is kept current and social media sites (Facebook, Instagram, and Twitter) are also used to communicate with stakeholders.
- Collaborative Team Meetings are conducted weekly.
- Open door policy with administrators.
- Extracurricular activities are increasing each year at AMS.
- Student survey formally administered which provides valuable information for campus planning and student support.

Needs:

- To continue to grow in the PLC process, teachers need additional time to engage in collaboration. Ideally, teachers would have a Collaborative Team (CT) period and conference period daily.
- As we transition into a 6-8 campus, careful consideration is being taken to adjust instructional programming and scheduling.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers are provided with limited collaborative team time during the school day. **Root Cause:** The cost of adding a period of collaborative team time each day is prohibitive.

Technology

Technology Summary

Aledo Middle School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board, laptop, and iPad. Using both "Bring Your Own Device" and district provided devices, all students have access to a personal device for instructional purposes. Teachers and students are continuing to build capacity in Canvas and other blended learning tools. By ensuring that all students have access to an approved device for instructional purposes, we have been able to eliminate cell phone use during the instructional day. We have seen positive results from this practice.

Technology Strengths

Strengths:

- AMS staff is open and willing to obtain training to build capacity in blended learning.
- District Instructional Technologist available to assist with technology implementation and lesson planning.
- Continued use of student BYOD and increase in district provided students devices have allowed for all students to have access to a personal device for instruction.

Needs:

- While improving, campus data reflects that students need additional support with digital citizenship and appropriate use of social media.
- Students are not required to utilize a district device which limits monitoring capabilities.
- As student use of devices for assessment has increased, the need for a typing program has become evident.

Problem Statements Identifying Technology Needs

Problem Statement 1: While the increase in student device integration is beneficial, there is a need for support to maintain it. **Root Cause:** Currently, there is only a window of time each day that technical support personnel is available to students.

Priority Problem Statements

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

Root Cause 1: Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of instructional design that provides for multiple strategies to maximize learner engagement.

Root Cause 2: Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

Problem Statement 2 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo Middle School 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: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: How We Teach: Delivery of Instruction

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

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo Middle School 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>Strategy 1: 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>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 11 of the 12 Aledo Middle School collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose. (92%)

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1:</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>Strategy's Expected Result/Impact: 92% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 11 of the 12 Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams. (92%)

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





Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: 92% of collaborative teams will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 10 of the 12 Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results (83%)





Evaluation Data Sources: Ratings on the PLC at Work Continuum

Strategy 1 Details	Reviews			
<p>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: 83% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: The Athletic Department will ensure equity between Aledo Middle School and McAnally Middle School and address consistent expectations of our athletic program at both campuses during the 2022-2023 school year.





Evaluation Data Sources: The Athletic Director will conduct and document a combined average of six monthly observations at both Aledo ISD middle school athletic events

Strategy 1 Details	Reviews			
<p>Strategy 1: Athletic Director will observe practices/games at each of the two middle schools a combined total of six times per month and meet with all athletic coordinators once a month to review feedback.</p> <p>Strategy's Expected Result/Impact: Continuous collaboration between the two middle schools will occur each month and questions/issues and/or supply needs will be addressed in a timely manner.</p> <p>Staff Responsible for Monitoring: AMS/MMS Athletic Coordinators Athletic Director Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





Evaluation Data Sources: Paraprofessional turnover rate of less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 792 661 841">  0% No Progress </div> <div data-bbox="762 792 980 841">  100% Accomplished </div> <div data-bbox="1079 792 1331 841">  Continue/Modify </div> <div data-bbox="1432 792 1625 841">  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: The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved budget for each project.

Evaluation Data Sources: Expenditure records for the 2019 bond program will document the completion of all projects within the Board approved budget for each project by June 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.</p> <p>Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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


Performance Objective 4: 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>Strategy 1: 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>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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"> Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: 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 5: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Advisory Team

Committee Role	Name	Position
Administrator	Mandy Musselwhite	Principal
Classroom Teacher	Elizabeth Kuhns	Teacher
Classroom Teacher	Sarah Brand	Teacher
Classroom Teacher	Christine Shreckengast	Teacher
Classroom Teacher	Marshal Hickman	Teacher
Classroom Teacher	Kailea Click	Teacher
Classroom Teacher	Adriane Jenkins	Teacher
Non-classroom Professional	Katy Smith	Librarian
Parent	Zach Tarrant	Parent
Community Representative	Tammy Viken	Community Representative
Business Representative	Mark Laudenheimer	Business Representative
Parent	Whitney Stone	Parent
Community Representative	Stephanie Mata	Community Representative
Business Representative	Shane Davis	Business Representative
District-level Professional	Lynn McKinney	Deputy Superintendent