

Aledo Independent School District

Coder Elementary

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Top 25 Percent: Comparative Closing the Gaps



Mission Statement

The mission of Coder Elementary School is to provide each individual a safe and nurturing environment, for social and academic growth, in preparation for the challenges ahead.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of five elementary schools that serve students in Kindergarten through 5th grade. Coder is also home to Aledo ISD's only Pre-Kindergarten program that provides early intervention to 4 year old students prior to entering Kindergarten. Coder is also home to an Early Childhood program that serves children ages 3-5 who have been identified with special needs. These children are integrated with Aledo ISD employees' children that are receiving a preschool curriculum.

The school has a population of 510 students. In addition, we serve 12 childcare students and 15 PALS students on our campus. The ethnic representation is .2% African American, 15.8% Hispanic, 79.6% White, 0.4% Native American, 0.0% Asian/Pacific Islander, and 3.5% two or more races. 26% of the students at Coder are economically disadvantaged, 67.9% are non-economically disadvantaged, 5.9% are English Language Learners (ELL), 8.7% participate in Special Education, and 9.9% of the population falls into the at-risk category. The students of Coder Elementary have an attendance rate of 97.1% each day, and the staff is composed of teachers averaging 10 years of experience.

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

Student Achievement

Student Achievement Summary

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in a learner-centered, and teacher-facilitated classroom. Intervention techniques like small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. In addition, the use of instructional technology has created an interactive learning environment focused on learning in the 21st Century.

Identified areas of improvement include aligning instructional goals with the state testing standards, using Common Assessments and MAPS, raising the level of critical thinking through the use of Thinking Maps, Write from the Beginning and Beyond, and writing across content area, and further implementing high yield instructional strategies, known as the Fundamental 5. Figure 19, Staff development and vertical alignment will be utilized to meet these goals. Coder Elementary will also place a strong emphasis on incorporating frequent purposeful small group talk into core instruction time to ensure growth for all students, regardless of their current academic level.

Student Achievement Strengths

Strengths

- The school meets or exceeds the state results on STAAR assessments
- Available assessment data, MAPS, is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, LAMT/Dyslexia, tutors, Reflex Math, iStation, Imagine Math, Write from the Beginning and Beyond.
- Instructional resources such as the literacy library, science lab, media center, Chromebook and iPads, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement
- Technology and software sources are utilized including Promethean Panels, Student Chromebooks and iPads, Reflex Math, Imagine Math, Windows, Office 2013, Google Docs, Google Classroom, STEM Scopes, and ClassFlow
- Staff support all learners through mentoring, PLC tutoring, and Just In Time Trainings
- Professional Learning Communities and grade-level collaboration allows for specific planning or training to support all students

Needs

- Title 3 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 ELL students - \$2,000. Supplemental materials - \$2,000 and Tutors for ELL students - \$10,000
- Title 1 funding will be utilized to provide services to ELL students in the following areas:
 - * Teaching materials - \$10,000, Staff development - \$10,000 and Tutors - \$5,000
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:
 - * Summer School personnel - \$80,000, Summer School transportation - \$20,000 and Summer School materials - \$3,000
- Supplemental instructional supplies will be purchased with Title 1 funds - \$12,400

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All students at Coder do not currently demonstrate a minimum of 1 year of growth. **Root Cause:** Lack of early intervention and pre-emptive support

School Culture and Climate

School Culture and Climate Summary

The mission of Coder Elementary School is to provide each individual with a safe and nurturing environment that promotes social and academic growth and prepares children for our changing society. The staff believes that the added involvement of family and community at Coder has played a vital role in attaining the mission that we strive to achieve each year. According to Parent Survey administered at the conclusion of the 2017-18 school year, parents are confident that their children are safe at school and their child understands the school's expectations for behavior and is held accountable.

In an effort to ensure a speedy and efficient response in emergency situations, Coder will further emergency preparedness by following the recommended drill schedule, reviewing and reflecting on the successes and needs of each drill, and executing table top safety exercises. This will allow staff the opportunity to problem solve through a variety of safety scenarios in order to equip them to handle emergency situations should they arise. Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed to create a positive and encouraging school climate.

School Culture and Climate Strengths

Strengths

- District and school wide safety procedures are in place and are regularly practiced by staff and students.
- Parent climate surveys reveal that 95% of parents feel confident that their children are safe at school.
- Execute campus and district initiated table top safety exercises allowing staff to problem solve through safety scenarios in order to equip staff to handle a variety of safety issues
- Encourage student leadership and safety through Student Council members and activities.
- Have Watch DOG volunteers play a greater role in promoting school wide expectations and building a warm and nurturing school environment.
- 93% of parents cite Coder as providing an excellent learning environment for their children with a respectful atmosphere within the school.
- Campus provides student support activities such as Dot Day, Blue Out Day, Comfort Dog, Peace Class, #kindness on announcements, etc.
- Implement strategic campus recognition of student successes by hosting power rallies and awarding students with spirit tags.

Needs

- Title 4 funding, \$20,000, will be allocated for staff members to receive training in Capturing Kids' Hearts.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Although, Coder utilizes a variety of student success recognition the community is not consistently made aware of the successes.

Root Cause: Inconsistent social media and newspaper publication of student successes

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff of 33 teachers and 9* professional support staff members. This staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. Coder staff members participate in professional development activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, balanced literacy, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS Training, TBSI Training, New Teacher Orientation, ESL Certification, Gifted and Talented Training, Fundamental 5 Training, Guided Reading, Shared Reading, Interactive Read Alouds and Capturing Kids' Hearts.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder will have teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. A strategic plan will also be devised to give teachers time to collaborate on lesson planning, to implement professional development, and to study student expectations. Both endeavors will focus on using teacher talents to move the school into new realms of achievement and build unity and collaboration among the staff in the Texas Essential Knowledge and Skills (TEKS).

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Professional staff is 100% highly qualified.
- Staff attends research-based staff development in instructional practices, balanced literacy, Fundamental 5, and Thinking Maps.
- Teachers target instruction to meet campus and district goals.
- Ventures, a structured Interview process, is used at each interview.
- According to the 2018-2019 Teacher Survey, the Coder staff is flexible and receptive to change.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$7,700 allocated for Coder.
- As a Title 1 campus funding has been allocated to provide additional professional learning opportunities in the core areas of instruction. There is \$7,000 allocated for Coder staff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: New teaching staff struggle to acquire campus specific procedures. **Root Cause:** Lack of orientation time on campus

Parent and Community Engagement

Parent and Community Engagement Summary

This collaborative mission statement embodies the values, beliefs, and culture shared by the parents, community, staff, and students of Coder Elementary. Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Some of these events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), Watchdogs, and special school events. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as mentors, AdvoCats, Connections, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Coder Campus Committee, PTO, District Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC), along with the completion of parent surveys.

While Coder Elementary has a strong PTO and active parental involvement, an effort will be made to further include volunteers in academic activities that take place on the campus. In turn, the campus would like to build student leadership and support for community efforts through student council projects.

Parent and Community Engagement Strengths

- According to climate surveys, 92% of parents and community members feel welcome and are encouraged to participate in events and activities at Coder
- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources
- Multiple communication platforms are used to communicate with parents such as newsletters, notes, marquee, Parentlink phone calls, Facebook, and school/teacher website, Remind, Class Dojo, Twitter, Bloomz, Google Classroom, and Parent Portal
- Positive and supportive relationships have been established with school mentors and social service agencies like the Center of Hope, AdvoCats, Snack Pack Buddies, Phoebe the Comfort Dog, and Connections Mentors
- Student council is involved in service projects as a means of giving back to our community as well as social activities for the families.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent Portal difficult for parents. **Root Cause:** Lack of parent training.

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary has been given a safe, secure, and up to date facility. Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance requests are expedited through the Eduphoria system, a processing system that allows staff to input maintenance requests. This has resulted in timely repair of the building and documentation to ensure that all needs are addressed. In alignment with campus instructional goals, Coder Staff wants to ensure good stewardship of monies by ensuring that all purchases are related to school goals. This will be accomplished through the use of teacher collaboration to identify sound instructional resources that could be purchased to support academic attainment. Teachers will also submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. In addition, focus will be given to the goal of maintaining and prolonging the integrity of the facility. This feat will be accomplished by periodically checking the building for physical and technological needs and by further utilizing Eduphoria to meet maintenance and technology requests as needed.

School Context and Organization Strengths

- PTO and community partners provide continuous financial support for the campus through fundraisers and donations
- Teacher requests for supplies and teaching resources are made on an as needed basis to ensure that all purchases are timely and connected to learning goals
- Coder has a safe and secure facility
- Student Council promotes student leadership and creates opportunities for connections with a variety of community organizations

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The Coder Elementary building is lacking a consistently clean and disinfected environment. **Root Cause:** Need additional oversight and more effective cleaning and disinfecting.

Technology

Technology Summary

The role of educating Aledo's youth is a task that Coder Elementary takes very seriously. In an effort to ensure excellence, Coder annually evaluates the effectiveness of campus programs and processes. This feat is accomplished through the review of data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys. This data is studied, discussed by the campus, and used as a planning tool to formulate the yearly campus action plan. Another vestal for achieving overall campus improvement is the institution of automated internal systems such as Eduphoria, AESOP, Parent Portal, and the Employee Access Systems. The increase in usage of instructional technology including StemScopes, Envision, Reflex Math, iStation, Think Through Math, and assorted "web apps" such as Twitter, Facebook, Parent Link, and Remind directly impacts instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs. Through the Aledo ISD, bond teachers received five ipads per classroom in grades prekindergarten through second grade and five chromebooks per classroom in grades three through fifth.

The usage of campus evaluation data is an essential goal for Coder Elementary. Staff members not only want to use the data to formulate a school action plan, but they also want to ensure that growth is made in all areas highlighted during the data review process. Goals will be set and continually reviewed throughout the year in an effort to keep Coder focused on achieving excellence in all aspects of the school. In addition, Coder staff will work to become further accustomed to entering, accessing, and sharing data using the automated internal systems as a means of school improvement. Staff members will continue to seek out ways to further incorporate technology into daily lessons. Through the PTO, Education Foundation Grants, Go Fund Me, and Parental Support classrooms have more than five ipads or five chromebooks in each classroom.

Technology Strengths

- The campus utilizes state and local assessment data as well as teacher and parent climate surveys to evaluate the effectiveness of campus programs and to create a yearly action plan
- The evaluation process has revealed that Coder is improving in academic achievement for all students and overall parent satisfaction ratings
- Staff members are using automated internal systems to support academic achievement
- Chromebooks and iPad carts available for check-out and multiple Chromebooks (3rd-5th grades) and iPads (K-2nd grades) housed in carts within each classroom

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of technology training and insufficient practice and implementation opportunity **Root Cause:** Too few chromebooks/iPads in each classroom and difficult technology checkout procedure.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: What We Teach: Guaranteed and Viable Curriculum

Performance Objective 1: Aledo ISD will intentionally design instruction for students through embedding four required district components in weekly lesson plan submissions, 100% of the time, by June 2019: TEKS-We Will, Daily Tasks Products-I Will, High Level Questions, Critical Writing/Academic Discussion

Evaluation Data Source(s) 1: Progress monitor evidence of the four required lesson plan components through a weekly review by campus administration. Each administrator will review five lesson plans, per week, for the presence of the four required lesson plan components ensuring that 100% of the staff lesson plans will be monitored each semester.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	2.4, 2.5	Campus Administration	100% of the teachers' lesson plans reviewed by campus administration will embed TEKS into their daily lesson plans to ensure standards-driven instruction.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed meaningful tasks and products into their daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				





Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression.				
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✗</div><div>= Discontinue</div></div></div>							

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement district identified best instructional practices that include; consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 1:



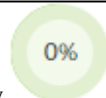

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evidence , 80% of the time, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence , 80% of the time by, June 2019.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 2: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring.

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Teachers will implement Framing the Lesson in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will implement Critical Writing in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	100% of teachers will utilize Critical Writing daily with fidelity, by June 2019.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement Balanced Literacy components in grades K through 2 into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 1: Campus administration will progress monitor evidence of Balanced Literacy implementation. Balanced Literacy consultant will monitor evidence of Balanced Literacy implementation through classroom observations and will provide individual descriptive feedback to staff.

Summative Evaluation 1:



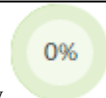

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) K-2 teachers will ensure that students are productively progressing through individual reading goals. Teachers will provide small group, guided reading instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team Balanced Literacy Consultant	100% of K-2 teachers will consistently implement guided reading, in order to advance each student's ability to process increasingly challenging books with fluency and comprehension.				
<div>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </div>							

Goal 3: Authentic Literacy

Performance Objective 2: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 2: Progress monitor evidence of WFBB expository basic structure in grades K-10 through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student expository writing samples, one in the fall and one in the spring, will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) K-5 teachers will ensure that students are progressing through the WFBB expository writing grade level specific goals and goals are attained by EOY 2019. Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of K-5 ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In the Comprehensive Needs Assessment I included the 8 components including:

- Demographics
- Student Achievement
- School Culture and Climate
- Staff Quality, Recruitment, and Retention
- Curriculum, Instruction, and Assessment
- Parent and Community Engagement
- School Context and Organization
- Technology

All data sources used are reflected on the data checklist.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Plan was developed August through October stakeholders developed and reviewed the plan.

2.2: Regular monitoring and revision

The plan will be monitored by stakeholders during the following months December, February, April, and June.

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

The plan will be presented at the December Board meeting for the board to review and accept. After the plan has been accepted it will be translated to both English and Spanish and posted on the Aledo and Coder websites.

2.4: Opportunities for all children to meet State standards

Frequent data reviews will be made to make sure progress occurs. Data sources include but are not limited to: MAP testing, CBA, DRA, 504, Special

Education ARDS, RTI, etc.

2.5: Increased learning time and well-rounded education

Students who are identified will receive instruction based on their needs.

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

Identified students will be served through RTI, 504, Special Education ARDS, small group instruction during a designated time.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Involvement Plan was reviewed and posted on the district website in May. Parent Involvement includes:

- Title 1 Parent Meeting
- Meet the Teacher
- Curriculum Night
- Family Game Night
- Family Movie Night
- Mother/Son Skate
- Father/Daughter Skate
- Grandparent's Day
- Book Fair
- Veteran's Day Program
- Choir Program

Other programs held within the school day and after school.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Meetings are held throughout the year including:

- Title 1 Parent Meeting
- Meet the Teacher
- Curriculum Night
- Family Game Night
- Family Movie Night

- Mother/Son Skate
- Father/Daughter Skate
- Grandparent's Day
- Book Fair
- Veteran's Day Program
- Choir Program

Other programs held within the school day and after school.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Laura West	Kindergarten
Classroom Teacher	Jennifer Babcock	First Grade
Classroom Teacher	Kendall Barrett	Second Grade
Classroom Teacher	Stephanie Hendrix	Third Grade
Administrator	Jennifer Hoover	Assistant Principal
Classroom Teacher	Laura Andringa	Fourth Grade
Classroom Teacher	Olivia Young	Fifth Grade
Non-classroom Professional	Cynthia Turner	Dyslexia Specialist
Non-classroom Professional	Jennifer Kirkpatrick	Counselor
Administrator	Amy Sadler	Principal
Community Representative	Beth Harris	Community Member
Business Representative	Brett Webster	Business Owner
Business Representative	Michelle Parker	Business Owner
Community Representative	Carmen McNair	Community Member
Student	Lincoln Durnil	student
Student	Aiden Hogue	student
Parent	Christina Stuntz	Parent