Aledo Independent School District

District Improvement Plan

2022-2023

Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo ISD is a pre-K through grade 12 school district located in Parker and Tarrant counties. There are 12 campuses (2022-2023) in the district consisting of one early childhood campus for Pre-Kindergarten, six elementary campuses for Kindergarten through grade 5; two middle schools, grades 6-8; one 9th-grade campus, one high school, grades 10-12; and one alternative campus.

The district has three Title I elementary campuses: Annetta, Coder, and Walsh. Our total student enrollment for the 2021-2022 school year was 7,368. Our projected enrollment for the 2022-2023 school year is 8,021.

The student population for the Fall of 2021 was ethnically represented as follows:

- African American – 1.59%
- Hispanic - 17.22%
- Caucasian - 75.75%
- Native American - 0.26%
- Asian - 0.92%
- Hawaiian/Pacific Islander - 0.00%
- Two or more ethnicities - 4.26%

The teacher population for the Fall of 2021 was ethically represented as follows:

- African American – .5%
- Hispanic - 3.4%
- Caucasian - 94.6%
- Native American - 0.2%
- Asian - 0.2%
- Hawaiian/Pacific Islander - 0.00%
- Two or more ethnicities - .1%

For the 2021-2022 school year, 13.23% of the student population was Economically Disadvantaged, 2.74% Limited English Proficient (LEP), 20.72% At-Risk, 10.37% Special Education, and 6.07% Gifted and Talented. The district served 28 immigrant students during the school year. We served 28 homeless students, which was no change from the previous year. The district also served 15 students in foster care. There were 11 students reported as dropouts.

During the 2021-2022 school year, the district had a total (full-time and part-time) of 828 staff members to include teachers, professional support, campus administration, and central office administration.

From 2016 to 2021, Aledo ISD student enrollment increased by 26.1%. Our projected five-year growth is 59.8% (2022-2023 projected enrollment is 8,021 students, 2027-2028 projected enrollment is 12,821 students), an increase of 4,800 students.

Demographics Strengths

- Community involvement and support
- Parental involvement
- Additional teaching staff and other faculty members to accommodate student enrollment rates

Needs:

- Continue planning for accelerated student growth with regard to district facilities and staff

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, Aledo ISD, Annetta Elementary, Coder Elementary, McCall Elementary, Stuard Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School received the following accountability ratings and distinction designations from TEA.

AISD Ratings

Entity	2022 Rating
Aledo ISD	A
Annetta	B
Coder	A
Stuard	A
McCall	A
Vandagriff	A
Walsh	A
McAnally	B
AMS	B
D9GC	A
AHS	A

Distinction Designations

- DNGC-ELA/Reading; Science
- Vandagriff-Closing the Gaps
- Coder-Science; Postsecondary Readiness; Closing the Gaps
- Stuard-ELA/Reading; Science; Academic Growth; Postsecondary Readiness; Closing the Gaps
- McCall-Academic Growth; Closing the Gaps
- Walsh-Science; Postsecondary Readiness; Closing the Gaps
- Annetta-ELA/Reading; Mathematics

Common assessments were administered in the four core areas (math, reading, science, and social studies) every grading period. Students were provided intensive interventions such as tutorials (before, during and after school, and summer school) and differentiated instruction; transportation was provided for students attending tutorials and summer school.

Additional data sources include the following: Circle Progress Monitoring (PK), DRA (K-2), mCLASS Texas (K-2), IXL Math Diagnostic (K-2), MAP Growth (3-10), grade reports, teacher input, observations, RtI referrals, and on-going skill assessments.

Early Childhood Reading (2022 BOY/EOY of the Year)			**Early Childhood Math (2022 BOY/EOY of the Year)**	
Grade	Measure	% on Track at BOY/EOY	Measure	% on Track at BOY/EOY
PK	CLI Engage	93%/91%	CLI Engage	91%/98%
K	mCLASS	51%/87%	IXL Math	61%/91%
1	mCLASS	71%/84%	IXL Math	83%/91%

2	mCLASS	70%/74%	IXL	77%/81%

3-8 STAAR 2022(Approaches %)   EOC 2022

Grade	Reading	Math	Science	SS	Alg I	Eng I	Eng II	Bio	US His
3	94%	90%							
4	92%	93%							
5	91%	91%	85%						
6	87%	93%			91%	88%	88%	98%	97%
7	92%	69%							
8	92%	86%	88%	81%					

Beginning in 2021-2022, the 7th grade advanced math course curriculum was adjusted to have a heavier emphasis on the 8th grade math standards; therefore, students in the 7th grade advanced math course took the 8th grade STAAR test instead of the 7th grade STAAR test.

Listed below is a partial listing of additional academic, athletic, and extracurricular achievements.

Advanced Academics

Increase of 39.8% of students identified as Gifted and Talented from 2020-2021 to 2021-2022.

Class of 2022:

- 2 National Merit Scholars
- 6 National Merit Commended Scholars
- 38 College Board Recognition Program Scholars
- 96 Advanced Placement Scholars
- 72% of exams given at AHS earned a score of 3, 4, or 5
- 51% of exams given at DNG earned a score of 3, 4, or 5
- Average SAT score is 1010
- Average ACT score is 23.8

CTE Honors 2021-22

New Career & Technical Education (CTE) courses added in 22-23

- Fundamentals of Computer Science in 7th grade
- Python coding
- Tech Integration for 6th grade that includes Python coding
- Exploratory AG for 6th and 7th grade
- Graphic Design w/lab for AHS

Health Science

- 35 students earned a CERTIFIED CLINICAL MEDICAL ASSISTANT
- 20 students earned the additional PHLEBOTOMY certification
- 20 students earned the additional EKG certification
- 88 students earned a BLS / CPR certification
- Health Occupations Student Assoc. (HOSA) Competition-
- 87 online testing
- 61 students competed in Area competitions.
- 23 students competed in medical assisting, nursing assisting, HOSA bowl, clinical nursing, public health

Business

- 57 students earned a MOS WORD certification
- 36 students earned a MOS EXCEL
- 55 students earned a MOS POWERPOINT
- Business Professionals of America (BPA)

AG Plant Science

- 19 students earned a LEVEL 1 FLORAL

AG Animal Science

- 6 students earned a Vet Assistant Certification

AG Mech

- 62 Students earned a WELDING D9.1

FFA

- Leadership Development Events (LDEs)- 12 district teams, 6 area teams, and 2 state teams (1 top ten team)
- Career Development Events (CDEs)- 11 area teams and 5 state teams (2 top ten teams)
- Speaking Development Events (SDEs)– 3 district speakers, 3 area speakers
- Agriscience Fair- 9 state projects, 4 state champions, and national qualifiers
- Livestock Participants- 61 students
- Ag Mechanics Projects– 9 projects
- Certifications– 29
- Contest Attended– 37
- Degrees Awarded— 56
- Star Awards- 1 area finalist
- Community service projects– 7
- Ford Leadership Scholars– 2
- National Chapter Award– 3-star chapter
- Texas FFA Ambassadors– 2
- Texas FFA $10,000 Scholarship Recipients– 2

Graphic Design

- 58 students earned an ADOBE PHOTOSHOP
- 35 students earned an ADOBE ILLUSTRATOR

- 3 students earned an ADOBE PREMIERE
- 3 students earned an ADOBE INDESIGN

Cosmetology

- 1 student earned a state COSMETOLOGY operator license

Robotics

- 4 Robotics Teams: Team 20325, Team 13811, Team 6566, Team 9161
- Hosted our qualifier tournament in January with 21 schools competing.
- Team 20325 - Earned Advancement to Super Qualifier – Hedrick Super Qualifier
- Team 13811- Earned Advancement to Super Qualifier – Hedrick Super Qualifier
- Team 6566 - Earned Advancement to Regional Championship &- Earned Advancement to UIL State Championship in Houston
- Combined for a total of:

   4- 1st place Awards: Motivate, Innovate, Think,
   5- 2nd place Awards: Connect, Design, Inspire, Innovate
   3- 3rd place Awards: Motivate, Inspire

Journalism / Student Media

National

- Columbia Scholastic Press Association, Gold Crown Winner, Gold Medalist Critique, All-Columbian Honors in Visual l Awards
- 7- 1st Place Awards, Photo Portfolio, Sports Action Photo "Hanging on" , Organization Spread "Thrill the Crowd", Academic Writing "New Network"
- 3- 3rd Place, Academics Spread "Welding Way", Index and Photo Illustration "Winter"
- Journalism Education Association/National Scholastic Press Association
- Pacemaker Winner
- All-American Rating
- Mark of Distinctions for Essentials, Coverage, Design, Photography
- Fifth Place Best in Show 384+ pages
- 2- NSPA Photo of the Year Finalist, Sports Feature Honorable Mention- Sports Action Honorable Mention
- 10 students make NSPA Honor Roll

Quill and Scroll International Honor Society for Scholastic Journalists Yearbook Excellence Contest

- 3- 1st Place, Academics Spread, Headline, Sports Action
- 1- 2nd Place, Clubs Spread, 1- HM, Personality Profile

Walsworth Publishing Photo Contest

- 2- Honorable Mention, Academics Photo and Portrait Photo

State:

- Texas Association of Journalism Educators' Fall Fiesta
- Ledoian - 1st Place 5A Best in Show
- Catalyst Literary Magazine - 1st Place Best in Show
- Cat's Eye News - Honorable Mention Best in Show

Fall Fiesta Individual Awards:

- 2- Superior Awards "Convention" Photo and "Old" Photo, 1-Excellent "Fall" Photo
- 6 Honorable Mention Awards: Yearbook Copy, "Old" Photo, "Framing" and "Spice" Photo, "Framing" Photo

Best in Texas Results

- Staff - Superior, Theme Development, Staff - Superior, Student-Designed Cover
- Staff - Excellent, Captions, Staff - HM, Headlines
- 13 Superior Awards: Theme Copy, Organizations Copy, People Copy, Student Life Spread, Academics Spread, Organizations Spread, Sports
- Spread, People Spread, Infographics, Sports Feature Photo, Design Portfolio, Story Portfolio
- 9 -Excellent Awards: Academics Copy, Title Page Design, Dividers, Student Life Photo, Sports Action Photo, Portrait, Sports Copy
- 5 HM Awards: Student Designed End sheet, Alt Copy, Human Interest Photo, Photo Portfolio, Student Life Copy

Interscholastic League Press Conference (ILPC) Spring Awards

- Gold Star Winner
- Tops in Texas
- Personality Profile, Sports Action Photo, Portrait Photo

Individual Achievement Awards

Staff - 1st Place, Captions

- 8- 1st Place Awards: Student Life Photo, Portrait, Sports Spread, Academics Spread, Clubs Spread, Personality Profile, Sports Action Photo
- 6- 2nd Place Awards: Feature Spread, Student Life Feature Story, Blended Coverage Spread, Portrait, Academic Feature Story, Photo Portfolio

Staff - 3rd Place, Index

- 6- 3rd place Awards: Infographic, Sports Feature Story, Clubs Feature Story, Sports Feature Photo, Personality Profile
- 10 HM Awards: Theme, Staff - HM, Headlines, Feature Spread, Sports Spread, People Section Spread, Infographic, Student Life Feature Story, Academic Feature Story, Sports Feature Story, Sports Feature Photo

UIL Cen-TX Invitational Meet

- 1st Place, Feature, 2nd Place, Copy Editing, 2- 3rd Place Awards: Feature, Editorial

UIL District Meet

- First Place Journalism Team
- 1st place, Feature, 1st place, Editorial, 1st place, News
- 3rd place, Editorial, 4th place, Copy Editing, 5th place, Feature, 5th place, News, 6th place, Copy Editing

UIL Regional Meet

- 2nd Place Journalism Team, 1st place, Copy Editing, 2nd place, Editorial, 2nd place, Feature, 6th place, Editorial

AISD District -

- Overall, 515 students earned an Industry Based Certification (IBC)

- 33% of 2022 Seniors graduated with at least one IBC – State Average 16%

Athletic Honors 2021-22

Baseball

- Record: 29-12
- District Champions
- Bi-District and Area Champions
- Regional Finalist
- Academic All-District: 9
- Academic All-State: 3

Basketball

Girls

- Record: 14-17
- Bi-District Qualifier
- Academic All-District: 10
- Academic All-State: 2

Boys

- Record: 14-20
- District Runner-Up
- Academic All-District: 10
- Academic All-State: 9

Cross Country

Boys

- District Team Champion
- Regional Team Qualifier
- State Team Qualifier
- Academic All-State: 4

Girls

- District Team Champion
- Regional Team Qualifier
- Academic All-State: 6

Football

- Record: 12-1
- District 5-5A Division II Champions
- Bi-District and Area Champions

- Regional Finalist
- Academic All-District: 32
- Academic All-State: 14

Golf

<u>Girls</u>

- District Team Champions
- Individual District Runner-Up
- Regional Team Champions
- State Team Qualifiers

<u>Boys</u>

- District Team Champions
- Individual District Runner-Up
- Regional Team Qualifiers
- State Team Qualifiers

Powerlifting

<u>Boys</u>

- Regional Qualifiers: 5

<u>Girls (Inaugural Season)</u>

- Regional Qualifiers: 11
- State Qualifiers: 3

Soccer

<u>Girls</u>

- Record: 11-8-2
- Bi-District Finalist
- Academic All-District: 17
- Academic All-State: 8

<u>Boys</u>

- Record: 7-14-1
- Bi-District Qualifiers
- Academic All-District: 16
- Academic All-State: 4

Softball

- Record: 33-3
- District Champions (Undefeated)
- Bi-District, Area and Regional Champions
- State Semifinalists
- Academic All-District: 20
- Academic All-State: 4
- All State Team: 4

Swimming

- Individual District Champions: 3
- Relay District Champions: 2
- Individual Regional Champion: 1
- Regional Qualifiers: 2 individual and 3 relays
- State Qualifiers: 2 individual and 2 relays

Tennis

Team

- Record: 10-5
- Regional Quarterfinalist

Girls

- Doubles District Champion; Regional Third Place
- Regional Qualifiers: 2

Boys

- Doubles District Champion; Regional Qualifiers
- Regional Qualifiers: 2
- Academic All-State: 3

Track and Field

Girls

- District Team Champion
- Individual District Champion: 3
- Area Team Champion
- Regional Qualifiers: 15
- Individual Regional Champion: 3
- Individual State Qualifiers: 2
- Academic All-State: 3

Boys

- District Team Champion
- Individual District Champion: 10 and 3 Relay Team
- Area Team Champion
- Individual Area Champion: 1 and 1 relay
- Regional Qualifiers: 16
- Individual State Qualifiers: 1 Relay Team
- Academic All-State: 3

Volleyball

- Record: 26-15
- Co-District Champion
- Bi-District Finalist
- Academic All-District: 8
- Academic All-State: 1

Wrestling (Inaugural Season)

<u>Girls</u>

- Regional Qualifiers: 1
- Academic All-State: 1

<u>Boys</u>

- Individual District Champion: 1
- Regional Qualifiers: 6
- Individual State Qualifiers: 1
- Academic All-State: 7

Total Academic All-State: 72

Student Achievement Strengths

- Student leadership opportunities such as the National Honor Society, Student Council, Leading Ladies, and Student Ambassadors
- Multiple student awards and honors
- Collaborative teams increased in proficiency in the three big ideas of a PLC: Focus on Learning, Focus on Collaborative Culture and Focus on Results
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week
- Growth was evident in all four districts' look-fors
- Local data is showing significant progress in reading and math from the beginning of the year to the end of the year for Kindergarten and 1st-grade students
- Interventionists worked with 398 students in the 2021-2022 school year.
- MAP Growth data showed that 83% of elementary students and 80% of secondary students receiving ESSER-funded tutorials made progress from BOY to EOY
- Despite the challenges that COVID-19 has placed on all stakeholders, the following strengths are shown in AISD's state assessment data:

* From 2018-2022, the gap between the All Students group and Economically Disadvantaged, SPED, EB/EL decreased in 15 out of 18 (83%) performance levels across reading and math with Special Education having the highest percentages of achievement in 2022 for the past five years 6 out of 6 performance levels increased in the area of Special Education reading and math

* 6 out of 6 performance levels maintained or increased in the area of reading and math

* 3-8 STAAR reading data indicated double-digit gains at almost every grade level in at least one performance level

* 3rd and 4th grade STAAR math data indicated double-digit gains at the meets grade level and a 16% gain at masters for 3rd grade

* 6% gain in English I EOC meets and 9% gains in masters for Algebra I and Biology

Needs:

- We saw decreases in 5th-8th grade STAAR math between spring 2021 and spring 2022. Local data also aligns to this concern that we still have significant gaps in math from the COVID learning loss in our younger students who are now getting to middle school. Continue to provide targeted intervention for students below grade level in reading and math with a specific focus on the gaps in math evidenced through local and state assessment data
- Continue to support PK-2 early literacy and foundational math skills
- Continue to provide opportunities for identifying students for the Gifted and Talented program and for advanced academics participation
- Continue adding additional CTE programs of study to fit student growth and needs

Federal Funding will be utilized as follows:

- Title I:A $141,485: Instructional specialist salary and school supplies for homeless students
- Title I:C $2,541: Migrant Shared Service Agreement with Region 11
- Title II, $83,592: Professional Learning for all staff
- Title III, $19,880: Supplies, tutoring, and professional learning Title IV, $11,833: Activities to support safe and healthy students
- ESSER Funding to provide tutorials for students with learning loss

District Culture and Climate

District Culture and Climate Summary

The Aledo ISD communications department works daily to keep families connected to the district and to distribute information through a variety of channels. The district maintains a Facebook, Twitter and Instagram account as well as a district website (aledoisd.org) and campus websites, a mobile app, a Vimeo (video) account, and Flickr (pictures) account.

The communications department also distributes press releases and pitches story ideas to local media outlets and handles all media inquiries.

The Bearcat Blast E-Newsletter is produced and emailed to all stakeholders each Thursday of the school year; it has a readership of approximately 13,000 people per week and includes weekly highlights of the Aledo Bond 2019 program, the Positivity Project - or P2 - Corner, and the latest happenings with the district's strategic partners (Aledo Education Foundation, Aledo Children's AdvoCats and Aledo PTO) as well as a monthly Bearcats Safe Update and much more information on upcoming events and student/staff achievements.

The district publishes regular communications on student and staff achievements, student holidays, student and parent surveys, traffic/construction alerts and/or bus delays, bond project updates, and campus and districtwide events. The Aledo ISD also regularly sends updates to parents and to staff members from Superintendent Dr. Susan Bohn on important topics.

Parent, teacher, and student surveys are conducted annually; the feedback is reviewed and disseminated to each campus principal. The climate survey provides areas of strengths and needs that are addressed in each campus comprehensive needs assessment.

The districts' survey company, Panorama, conducted four surveys during the 2021-2022 school year; a fall student wellness survey, a parent survey, an all-staff survey, and a student survey (grades 5-12) in late spring.

Parent conferences, open house, and curriculum nights are conducted annually on each campus. In addition, annual orientation sessions are conducted for parents and students in the transition grades (i.e. entering kindergarten, elementary to middle school, and middle school to high school). Aledo ISD has 3 Title I campuses in 22-23: Annetta, Coder, and Walsh Elementary. Each Title I campus hosts special events for parents.

Every campus completed the following drills in 2021-2022

- Evacuation (fire) Drill once per month (Sept.-May)
- Evacuation (reverse) Drill once per semester
- Lockdown Drill once per semester
- Severe Weather Drill once per semester
- Shelter in Place once per semester

Campuses emphasize character development through:

- Capturing Kids' Hearts
- Positivity Project - P2

District Culture and Climate Strengths

- A safe and secure learning environment
- Student Council Leadership Programs across the district

- Community, parents, and staff have high expectations for student achievement in all areas
- Programs related to internet safety and bullying
- High level of parent and community involvement
- High level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Active Aledo PTO
- Active Advocats
- Expanded random drug testing to include tobacco usage (all UIL participants) and testing added for grades 7 and 8 for 2021-2022

Needs:

- Encourage greater parent participation in the use of district-provided online resources (parent portal, teacher website, online textbooks) (especially for non-English speaking families)
- Continue to implement greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students (e.g. hazardous materials spill, active shooter)
- Making community events more accessible (like football game attendance for low-income / ESL families)
- Access or training for non-English-speaking parents to be able to learn and have access to resources that English-speaking parents do
- Communication during emergency circumstances

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the 2021-2022 PEIMS staff summary data of the Aledo ISD teaching staff, 59.8% hold only a Bachelor's Degree, 38.3% hold a Master's Degree, and 0.2% have attained a Doctorate.

Listed below are the percentages of the teaching staff by years of experience:

Beginning – 4.4%
1 to 5 years - 20.5%
6 to 10 years - 16.8%
11 to 20 years - 30.7%
Over 20 years - 27.6.%

The average years of teaching experience for Aledo ISD teachers was 12.5 years. Aledo ISD teachers have worked within the district for an average of 6 years. The professional, paraprofessional and auxiliary staff turnover rate for Aledo ISD for 2021-2022 was 12.5% for professionals and 34% for paraprofessionals with 68 staff members retiring or resigning. The turnover rate for teachers in the 2021-2022 school year was 15% with 61 Teaching/Library staff members retiring or resigning. The turnover rate for our auxiliary staff to include maintenance, transportation, and child nutrition was 32.0%.

District hiring procedures include: posting of positions on the district website, social media, and Betterteams.com along with major and local Texas university job boards; an online application process including a profile survey, review of certification and Highly Qualified credentials; and campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the superintendent for approval. The district offered $500 referral bonus drawings monthly for all referrals made in the spring and summer. The District was awarded $45,000 in TCLAS grants that were distributed to our six paraprofessional campus guest teacher staff. All campus and Bearcat Leadership Team (BLT) members have received formal training in conducting interviews. Administrative positions follow the same procedures with the addition of a central office interview process.

New teachers are involved in an induction program consisting of New Teacher Orientation and Just-In-Time trainings to support district initiatives, Texas Teacher Evaluation System (T-TESS), Texas Behavior Support Initiative (TBSI), technology, and Gifted and Talented. Based on the new employee's assignment, staff members are required to receive annual compliance training as well as training in Crisis Prevention Intervention (CPI), Texas Reading Academy, Thinking Map Training, AP Institute Training, CPR, Technology Integration Training, ESL/TELPAS certification, and the Aledo ISD New Teacher Mentor Program.

To support recruitment and retention, Aledo ISD has opened an Early Childhood Development Center offering childcare from six weeks through the child's fourth birthday.

Staff members are recognized annually for years of service (increments of five years) with the district. In addition, staff members from each campus are nominated by their peers and selected to participate in an award ceremony. The winners are chosen by outside committees to receive a monetary award through the Marva Collins Excellence in Teaching Program; this program is funded by various business partners. Each year an Aledo ISD teacher is selected as a Jack Harvey Fellowship Award recipient in association with Weatherford College. Beginning the 2019 -2020 school year the district began The Circle of Greatness – Employee Recognition Program where anyone can nominate outstanding employees who are helping to "Grow Greatness" within AISD. In the 2020-2021 school year there were 538 nominations submitted.

Staff Quality, Recruitment, and Retention Strengths

- 274 teachers have acquired ESL certification
- 81.70% of teachers have 6 or more years of experience

- Support program for new teachers with three or less years of experience, including a paid mentor A wide variety of professional learning opportunities, are offered

Needs:

- Increase in the diversity of staff to align with student demographics
- Evaluate and assess additional recruitment options for our campus-based positions
- Continue improving compensation based on market-rate averages to offer a more competitive pay scale A support program for teachers new to the district who are veteran teachers
- Promote intentional communications with Human Resources concerning future employment changes (ex. Notification of retirement as early as possible, change in school districts, changes in career)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

- Students consistently demonstrate essential academic and social behavior
- Consistent implementation of an engaging learner environment that is aligned to learner needs

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that includes the following:

- What We Teach – Standards-driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor, Relevance, Engagement, and Workshop Model
- Authentic Literacy – Cross-Disciplinary Literacy, Write From the Beginning and Beyond
- Professional Learning Community (PLC) - AISD is committed to engaging in the PLC process to ensure high levels of learning for all students.

To measure the implementation of the district instructional focus, the following instructional priorities will be measured during the 2022-2023 school year:

- Framing the Lesson
- Daily Critical Writing
- High-Yield Formative Tasks
- Learner Engagement

In addition to gathering data on the district instructional priorities, AISD will also collect qualitative data on shifting toward a culture that is student-driven through collecting pictures and descriptive anecdotes that capture/describe student-driven learning in action.

A districtwide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned to our district instructional focus areas.

Curriculum, Instruction, and Assessment Strengths

- District hosted Empower 2022 Summer Professional Learning Academy to provide in-district and out-of-district educators with a variety of summer professional learning opportunities. Empower 2022 offered 117 professional learning sessions / 267.50 hours professional learning hours during the summer of 2022.
- Content Instructional Specialists and Technology Specialists partner with teachers to improve the quality of instruction through assisting with instructional design, co-teaching and/or modeling lessons, and providing resources and training that are responsive to teacher needs. Each campus has an assigned Instructional Specialist to provide direct support to teachers.
- Early Literacy Specialists support literacy instruction in grades K-2 at all elementary campuses and are AISD Cohort Leaders for Reading Academies. During the 2022-2023 school year, all 3rd-grade teachers and any PK-2 teachers without a Texas Reading Academy certificate will participate in Reading Academies as required by House Bill 3.
- The district has added resources such as Heggerty, a phonological and phonemic awareness curriculum as well as Really Great Reading, a supplemental phonics program. The implementation of these resources is building a solid foundation of basic early literacy skills in K-2. The district uses mCLASS Texas to screen and monitor students in reading development.
- During the 2021-2022 school year, GT Specialists screened and added 80 new students, doubling the amount of identified students at multiple campuses.
- Using the GT Allotment, the district has approved training for GT Specialists at the state level as part of the annual conference through the Texas Association for Gifted and Talented Students.
- Campus GT Specialists offer support to grade-level teams in creating and implementing extension activities for proficient students, regardless of student identification.

- The GT Selection committee continues to refine the identification process in order to better serve underrepresented populations.
- District implemented additional advanced academic courses in dual enrollment and Advanced Placement as well as grew existing programs exponentially
- District administered largest number of AP exams in district history
- District experienced largest number of National Merit scholars in AISD history
- District implemented PSAT prep courses aimed at increasing National Merit Scholars
- District provides ongoing communication with all staff through a weekly C&I Newsletter that spotlights teacher implementation of the District Instructional Focus, high-yield instructional strategies, important information, and upcoming professional learning opportunities.
- District provides Just in Time professional learning opportunities based on identified teacher needs.
- District provides the opportunity for staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send more staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The district established curriculum writing teams that oversee the development of the district curriculum and district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- The district identified teacher leaders from across the district to participate in the AISD Teacher Leadership Cohort (TLC). The TLC will focus on building teacher leadership capacity and growing strong educational leadership skills through a year-long professional learning series. Cohort members will engage in rich dialogue and professional learning that aligns with the AISD's district vision and instructional focus.
- Extensive professional learning opportunities have been created to develop the district's co-teach practices, behavior management, and legal/process updates.
- District hired additional Special Education Instructional Facilitators to ensure high-quality instruction for students receiving special education services through coaching, modeling, and providing support to general education and special education teachers. SPED Instructional Facilitators now support all grade levels and campuses across the district.
- One SPED staff member (paraprofessional) was recognized as district-wide Circle of Greatness Employees at the 2022 Convocation.
- District hired an additional Speech Language Pathologist and Educational Diagnostician to meet the growing student population of students receiving special education services.
- District also moved part-time employees to full-time positions (Diagnosticians) in an effort to meet the ARD-required services of students receiving special education as our student population grows.
- The district continues to update and maintain written processes via a Google Site to ensure consistency in districtwide systems and communication for all Special Programs.
- The district implemented a district-wide accommodation tracker for general education teachers to document provided student accommodations which allow for consistency district-wide.
- District hired two Special Education Clerks to support campus Educational Diagnosticians and Special Education Instructional Facilitators in the clerical work of student IEPs and ARD meetings.
- The district provides ongoing communication through bi-weekly Special Education newsletters to all staff that serves students in Special Education and a monthly newsletter for all campus 504 coordinators.
- The district has established focus groups to research and trial curriculum resources for students served in Special Education.
- District established monthly meetings with the support staff for Special Programs to align communication and refine department processes and procedures.
- District established a referral and evaluation panel to streamline and provide consistency with identification and evaluation of students suspected of having a disability.
- District purchased ESL classroom materials for the new Early Childhood Academy. Personnel has been adjusted to align to the number of emergent bilingual students on each campus.
- ESL team started an ESL Canvas course series of trainings for classroom teachers which included content and language supports, authentic writing, and ESL instructional strategies.
- Monthly ESL collaborative team meetings were held during the 2021-2022 school year and will continue to meet to strengthen systems across all campuses. District provided expanded interpretation services for students, parents and families to support student services and academic achievement.
- The number of Career and Technical Education course offerings and pathways has continued to increase in response to student interest. CTE continues to refresh and revise their programs to meet the needs of students and our community.

Needs:

- Monitor student essential academic social behaviors to determine if campus expectations are consistently implemented
- Monitor and strengthen classroom learning environments that are aligned to learner needs
- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to strengthen instructional design and standards-driven instruction.
- Continue to revise curriculum documents and continue to build the capacity of district curriculum writing teams.
- Continue to strengthen the backward design process to ensure that classroom instruction is aligned to the rigor of district assessments. Continue to build leadership capacity in the Professional Learning Community (PLC) process.
- Continue to refine our district Response to Intervention (RtI)process.
- Continue to add Instructional Specialists at the secondary level that are content specific to maximize the impact at each campus.
- Continue to add Intervention Specialists as needed district-wide
- Continue to add Early Literacy Specialists as necessary at each Elementary campus.
- Continue to provide support resources for Early Literacy including phonological awareness and phonics resources.
- Consider adding Early Literacy Tier 2/Tier 3 support resources that include phonics and connected texts for grades 3-5.
- Continue to add SPED teachers as the number of students receiving special education services continues to grow and to support a highly effective co-teach model.
- Add full-time related service providers (Physical Therapist, Occupational Therapists) to meet the ARD required services of students receiving special education as our student population grows.
- Continue to add LSSPs to the district to meet the growing needs of students within the district.
- Continue to add Dyslexia teachers as our students receiving dyslexia services continue to grow.
- Continue to refine our department processes and create professional development profiles for each professional.
- Continue to work to build a curriculum resource library for special education teachers to support student IEPs.
- Continue to strengthen and grow the Special Programs department through program evaluation and management that includes long-term goal setting and monitoring by the Special Programs Leadership Team.
- Continue to build an audit process for all areas within Special Programs to ensure that all paperwork is legally defensible, student centered, and follows best practices.
- Continue to strengthen the ESL program through program evaluation, goal setting and monitoring student progress in both academics and English language proficiency particularly in the areas of speaking and reading.
- Continue to build upon ESL Canvas course training series.
- Continue to refine our GT program in order to meet the unique needs of our student population.
- Continue to add campus GT specialists, ensuring one specialist at each elementary campus to better serve the needs of identified students and support collaborative teams by facilitating extensions for all students.
- and differentiation.
- Improve access and equity to Advanced Academic course offerings
- Build capacity in campus staff members in the advisement related to Advanced Academics
- Continue to expand Advanced Academic course offerings as well as other programs that enrich/support Advanced Academics
- Effectively communicate Advanced Academic offering to students and parents
- Continue to increase rigor, learner engagement and relevance in all classrooms. Continue to increase meaningful technology integration.
- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.
- Begin the process of our CTE teachers collaborating with academic teachers.
- Continue to add CTE programs of study (pathways) to meet the needs of our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment 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:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community involvement is a vital factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Aledo Children's Advocats, Bearcat Backers, East Parker County Chamber of Commerce, Parent Volunteers, Grandparents' Day, Watch D.O.G.S., Comfort Dogs, Kindergarten Roundup, Curriculum Nights/Open House, Aledo Parent Teacher Organization (PTO), Veterans Day Programs, AISD Career Fairs, Aledo Reads Day, Thanksgiving Trot, Aledo Education Foundation, field trips, individual Aledo athletic booster clubs, Aledo Band Boosters, Districtwide Effectiveness Improvement Committee (DWEIC), Parenting University, Young Men's Service League, Coffee with the Principals, Silvercats, Lions Club, Bearcat 101, 9th Grade Fish Camp, McCat Camp, AMS Social and much more.

A variety of opportunities exists for parent/community involvement in decision making through the Districtwide Effectiveness Improvement Committee (DWEIC), Campus Improvement Committees (SBDM), Student Health Advisory Committee (SHAC) and other various parent/community-led committees (like the Bearcat Growth Committee or Attendance Zone Committee related to Aledo Bond 2019 and Aledo Growth Committee 2022-2023).

The Aledo Education Foundation has awarded more than $2.1 million in grants to district teachers representing all campuses and to the AISD for non-curricular programs. These grants range from incubators and a rock climbing wall to robotics and STEAM materials. The district benefits from a close working relationship with community organizations such as the Aledo Children's AdvoCats. Service projects, such as clothing drives, are conducted throughout the year at campuses to support the AdvoCats as they actively serve the needs of families in our community. Local churches have implemented the Snack Pack Program for students in kindergarten through 6th grade and provided mentorship opportunities. The Aledo PTO provides opportunities year-round for AISD families to support district staff and organizes an annual food drive through each Aledo ISD campus for the community, as well.

Aledo ISD uses multiple formats to communicate district and campus information to parents: campus curriculum and open house nights, campuswide and districtwide communications via mail, text messages and email, postings on campus marquees, district website, campus newsletters, Bearcat Blast weekly E-Newsletter, Ascender Parent Portal (grades and attendance), Remind, Aledo ISD App, district and campus level social media accounts, and our local newspaper, The Community News. The district also used the survey company Panorama for parent, student and employee surveys at the end of the 2020-2021 and the 2021-2022 school years.

The following is a partial listing of the many community/service organizations that use district facilities: AAI Baseball & Softball, Girl Scouts and Cub Scouts, Aledo Lions Club Youth Football & Basketball, Lions Club Charity Dinner, Aledo Youth Football and Cheer Association, Bearcat Beginnings, Campfire USA, TAV Club Volleyball, Ride for Heroes, Aledo Advocats/Run-Walk-Crawl and Bearcat Bootcamp and multiple family events throughout the year. There are also numerous student service organizations such as Student Council at the elementary and secondary levels, Junior National Honor Society in middle schools, and National Honor Society in the ninth-grade campus and high school.

Parent and Community Engagement Strengths

- Leadership and parent participation in specialized committees
- Parents actively involved in their child's education
- Community business partners actively support the mission of the district
- Extra-curricular programs in which parents and employees work together to enhance student involvement

Needs:

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

- Continue to solicit parent input and feedback on committees and surveys
- Continue outreach activities for the senior citizens in our community
- Bearcat Alumni Association- explore a partnership with the association to create awareness and publicize in order to build the organization
- Opportunities for communication in Spanish (ie - Remind)

District Context and Organization

District Context and Organization Summary

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool. Aledo ISD received the state's highest financial integrity rating for the 18th consecutive year.

The district serves students from the Early Childhood Special Education (ECSE) through 12th grade. Data from the 2020-2021 TAPR report show that AISD staff includes 49.6% teachers, 10.6% professional support, 10.6% education aides, 3% campus administration, 1.2% central administrative staff, and 25.1% auxiliary staff.

Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus levels. For the 2022-2023 school year, 242 new staff members (including 116 new teachers) were added to the Aledo ISD family.

The District Wide Effectiveness Improvement Committee (DWEIC) and the Campus Improvement Committee (CIC) meet during the year to review for planning and decision-making; these committees are comprised of staff, parents, business, and community members.

District and campus information is disseminated through multiple sources such as the AISD website, Blackboard, Parent Link, the Aledo ISD smartphone application, the Bearcat Blast, and social media. The online Parent Portal system is available for parents to view grades, assignments and attendance. Teachers use the messaging application Remind to communicate directly with students and parents at home.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2021-2022 school year, 12 students participated in the program. This was a significant decrease due to COVID campus restrictions concerning volunteers on campus. Feedback forms from all participants indicate program success for individual students with this program.

The district maintains a Bearcat Backer program. with approximately 19 members, establishing relationships between local businesses, the school district, and the campuses. The program enhances communication and cooperation with a common goal for student success. Area business leaders and universities participate in a College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in a Career Fair and College Fair at Aledo High School.

District Context and Organization Strengths

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- FIRST Superior financial rating for 18 consecutive years with a district score of 96%
- Aledo ISD New Year Teacher Mentor Program
- Aledo Learning Center serves students who are at-risk of dropping out, 28 students graduated from ALC in 2021-2022

Needs:

- Increase opportunities for connections between students, staff, and community members
- Create a plan to proactively respond to fast growth in AISD.
- Proactively recruit and retain highly qualified and effective teachers

- Allow for optimal class sizes and programming to support student success
- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning.

Technology

Technology Summary

The Technology Department collaborates with stakeholders District-wide to provide sound operational and instructional systems in order to support the academic development of all children. Our continuous goal is to increase and upgrade the district's technology infrastructure, equipment and instruction to increase student achievement for each campus and department.

Technology Strengths

- Our district currently has two learning management systems available for teachers and students – Canvas and Seesaw.
- Students and staff have the ability to use Class Link-Launchpad (single sign-on) which streamlines access to multiple programs used across the district. In order to be easily accessible for younger students or students with specific needs, sign-on can be obtained through this system via traditional means or via a QR code.
- Increased use of device management systems to support seamless software use.
- All professional staff members are required to complete a 3-hour technology training designed to create meaningful opportunities for integration in the classroom.
- Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- All District technology follows a systematic refresh cycle in order to ensure reliable performance.
- The Curriculum and Instruction department offers instructional technology support and professional learning that aligns with the District's instructional focus.
- Wireless access points districtwide provide excellent coverage for portable devices.
- Our district has a robust internet connection of 10 Gbps that provides ample connectivity to support every instructional need.
- 70-inch interactive Promethean boards are in every classroom.
- Every student receives digital citizenship instruction based on resources from Common Sense Education. AISD is a Common Sense District.
- Instructional Technology offers ongoing training in efficient and effective uses for technology throughout the school year in a variety of methods at the campus and district level. For example, Just in Time sessions, Lunch and Learns, and before and after school training opportunities are offered during the school year.
- Library/Media Specialists are established as a student device campus point of contact.
- We have a strong supportive technology department at the district level that offers efficient resolutions to technology issues as they arise.
- Google Apps for Education will continue to be used by staff and students.
- The District continues to use the Cisco Webex platform districtwide to support collaborative needs across the District.
- Cyber security training is conducted using KnowBe4 to educate and inform staff on potential cyber and security-related risks.
- Maintained 1:1 Chromebook plan for students K-5. Students 6-12 have the option of checking out a District Chromebook or bringing their own device (BYOD).
- Provided equitable access to specialty apps such as Adobe Creative Cloud, AutoCad, etc. to all learners.
- Implemented GoGuardian District-wide to support academic integrity and classroom management.
- Increased Technology staff to support rostering and 1:1 Chromebook deployment.
- Increased Instructional Technology staff to support at the campus level

Needs:

- More Technology Department staff is needed to support 1:1 implementation
- Continue to strengthen new teacher training for available technology/programs
- Continue to strengthen our staff's cyber security awareness
- Support staff in implementing a more paperless classroom environment with learning management systems
- Continue to improve district printing strategies and capabilities

- Continue integration of communication systems used during emergencies.

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: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

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

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2023.

Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.	**Formative**			**Summative**
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, districtwide, by June 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration	**Dec**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD 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			
Strategy 1: Teachers will implement Framing the Lesson in daily instruction.				**Formative**			**Summative**
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 Administration District Administration				**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Teachers will implement Critical Writing in daily instruction.				**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration				**Dec**	**Feb**	**Apr**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue			

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo ISD 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			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration	Dec	Feb	Apr	June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Strategy 1 Details			Reviews			
Strategy 1: Collaborative Teams will:			**Formative**			**Summative**
Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.			**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 86% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialist Campus Administration District Administration						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1:	**Dec**	**Feb**	**Apr**	**June**
*Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals. **Strategy's Expected Result/Impact:** 85% of collaborative teams districtwide will rate at the Developing level on Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the Aledo ISD collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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

Strategy 1 Details	Reviews			
Strategy 1: Strategy 1: Collaborative Teams:	**Formative**			**Summative**
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.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 77% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: During the 2022-2023 school year Child Nutrition climate surveys will be conducted quarterly to check the status of staff morale and address issues of concern, while increasing child nutrition staff retention by 5%.

    Evaluation Data Sources: Staff survey scores will demonstrate improvement over the course of the 2022-2023 school year. The retention rate of child nutrition staff will increase by 5% by June 2023.

Strategy 1 Details			Reviews			

Strategy 1: A. Child Nutrition staff and managers will be surveyed quarterly to measure employee staff engagement and satisfaction at each campus.
The survey will be conducted in October, December, February, and April.
B. Based on survey results individual coaching sessions will be conducted with campus managers and the director.
 	
    Strategy's Expected Result/Impact: Survey scores will improve throughout the 2022-2023 school year. The 2021-2022 retention rate of Child Nutrition staff of 80% will increase by 5% by June 2023.
    Staff Responsible for Monitoring: Child Nutrition Director
			Formative			**Summative**

			Dec	**Feb**	**Apr**	**June**

	No Progress		Accomplished	→	Continue/Modify	✗	Discontinue

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

Performance Objective 2: The Technology Department will maintain an average uptime of 99% for all critical network equipment throughout the District during the 2022-2023 school year.

Evaluation Data Sources: Utilize the District Network Operations Center to collect real-time health and performance data for critical network equipment. Data will be collected daily throughout the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: Daily monitor real-time health and performance data and react immediately when network issues occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Network uptime will average 99% for all critical network equipment which directly affects instruction in the classroom. **Staff Responsible for Monitoring:** Director of Techology Technology Department	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Install software security updates within 10 business days as they are released.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Consistently updated software will maximize network uptime and better protect the District from outside cyber threats. **Staff Responsible for Monitoring:** Director of Technology	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Communicate with stakeholders in a timely manner when network issues occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Communicating expectations allows stakeholders to plan accordingly as downtime occurs. **Staff Responsible for Monitoring:** Director of Technology	Dec	Feb	Apr	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 3: The Transportation Department will be fully staffed with bus drivers. Transportation department staff turnover will be less than 20% by June 2023.

> **Evaluation Data Sources:** All transportation positions will be filled. Transportation staff turn over rate will not exceed 20% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: A. Maintain updated monthly staffing charts with openings, new hires, and terminations and share status with the department in monthly safety meetings.	**Formative**			**Summative**
B. Advertise openings through social media, banners, magnets on buses, flyers, job fairs, and local newspapers.	**Dec**	**Feb**	**Apr**	**June**
C . Create an Employee of the Month with designated parking space, certificate, and biography with photo for display in Transportation. The Employee of the Month will be announced at monthly safety meetings. D. Develop a structure for a monetary employee bonus program for attendance. **Strategy's Expected Result/Impact:** The Transportation Department will be fully staffed with a turnover rate of less than 20% by June 2023. **Staff Responsible for Monitoring:** Director of Transportation				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 4: The communications department will inform all stakeholders in a timely manner with consistent messaging during the bond/long-range facility planning process throughout the 2022-2023 school year.

Evaluation Data Sources: Aledo ISD website, specifically the Bond page and the Aledo Growth Committee page; Aledo ISD social media platforms, Bearcat Blast weekly e-newsletter.

Strategy 1 Details				Reviews			

Strategy 1: Detailed bond/long-range facility communication, content, and messaging to be released will be detailed on the planning timeline.
 A. Updates to the Aledo Growth Committee website will include:
   a. Updates to meeting dates/times or to any changes or additional meetings needed, including marketing for community forums.
   b. Aledo Growth Committee agendas, presentations, and meeting minutes are posted online after each meeting.
   c. Aledo Growth Committee "AGC Minute" video recap with community co-chairs posted online after each meeting.
   d. FAQs from Aledo Growth Committee important questions.
 B. Social media: "AGC Minute" video recap will be shared on the district's social media pages after each meeting; marketing for community forums or other information Aledo Growth Committee needs shared.
 C. Bearcat Blast e-newsletter: "AGC Minute" video recap will be shared in Bearcat Blast weekly e-newsletter after each meeting; will include any marketing for community forums or other information Aledo Growth Committee needs shared.
 	
 Strategy's Expected Result/Impact: The items included on the timeline will inform and educate all stakeholders in a timely manner throughout the 2022-2023 school year.
 	
 Staff Responsible for Monitoring: Director of Communications
 Secretary for Director of Communications
				Formative			**Summative**

				Dec	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	Continue/Modify	X 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: 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			
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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** AMS/MMS Athletic Coordinators Athletic Director Campus Administration				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

Performance Objective 6: The Business Office will utilize data from the Ascender purchasing system to timely and efficiently manage the District's requisition/purchase order system completing the approval process for a purchase order within an average of no more than 3.5 business days throughout the 2022-2023 school year.

> **Evaluation Data Sources:** Data from the Ascender purchasing system and the Principal's Weekly.

Strategy 1 Details	Reviews			
Strategy 1: A. The Business Office will ensure valid requisitions are approved within an average of no more than 3.5 business days after the campus/department secretary submits them in the Ascender system.	**Formative**			**Summative**
B. The Business Office will communicate on a weekly basis payroll/purchasing deadlines via the Principal's Weekly and through the business office webpage. C. The Business Office will conduct an annual training in July, and as needed for newly hired staff, on the purchasing process for campus/department secretaries and principals/department leaders.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: A. Data from the Ascender purchasing system will indicate valid requisitions are approved within an average of no more than 3.5 business days after the campus/department secretary submits them in the online system. B. By communicating payroll/purchasing deadlines, fewer purchasing "emergencies" should arise during the school year. C. Annual training will give secretaries and principals/department leaders the knowledge needed to correctly submit requisitions and process purchase orders in a timely manner. **Staff Responsible for Monitoring:** Chief Financial Officer Business Manager Accountant/Purchasing Coordinator Business Office Secretary				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 7: 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			

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.
    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.
    Staff Responsible for Monitoring: Executive Director of Human Resources
Campus Administration
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**
0% No Progress **100%** Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 8: 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 amounts 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			
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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023. **Staff Responsible for Monitoring:** Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer	**Dec**	**Feb**	**Apr**	**June**
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

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

Performance Objective 9: Utilize the data generated by the SchoolDude system to actively and strategically manage the Maintenance Department and the facilities in the District on a weekly basis from August 2022 through August 2023.

    Evaluation Data Sources: SchoolDude System will indicate no more than a total of 300 open work orders at any one time and 80% of work orders will have an average completion rate of 14 days or less by June 2023.

Strategy 1 Details	Reviews			
Strategy 1: The Facilities Manager will monitor the status of work orders and supervise the maintenance crew to manage work production. The Facilities Manager will conduct morning department meetings to inform the crew of open work order status and hold weekly review meetings with the maintenance department.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: SchoolDude System will indicate no more than a total of 300 open work orders at any one time and 80% of work orders will have an average completion rate of 14 days or less by June 2023. **Staff Responsible for Monitoring:** Chief Facilities/Construction Officer Director of Construction and Facilities Facilities Manager Maintenance Secretary Maintenance Staff				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 10: 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			
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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications Campus Administration District Administration				

Strategy 2 Details	Reviews			
Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications				

Strategy 3 Details	Reviews			
	Formative			Summative
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.	**Dec**	**Feb**	**Apr**	**June**
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. **Strategy's Expected Result/Impact:** The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 11: 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			
Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services							

Strategy 2 Details				Reviews			
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.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Chief of Police All Campus Officers Campus Administration Campus Staff							

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 12: Over the 2022-2023 and 2023-2024 school years the percentage of graduates that meet the criteria for College Career Military Readiness will be tracked as this is a 2-year indicator with accountability lagging by 1 year and will increase from 73% in 2022 to 85% for the 2024 accountability.

   Evaluation Data Sources: 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 Details	Reviews			
Strategy 1: A. Increase OnRamps course offerings and enrollment by 30%.	**Formative**			**Summative**
B. Maintain AP enrollment and the percentage of students who sit for exams. C. Create a strategic TSI testing plan for AHS students to include student identification, preparation, testing and re-testing.	**Dec**	**Feb**	**Apr**	**June**
D. Implement a TSI test substitute course. E. Increase opportunities for industry-based certifications through existing pathways by 20%. F. Create new pathways that will include opportunities for industry-based certifications from 11 to 14 pathways. G. Remove barriers to incentivize students to prepare and sit for level I and level II certifications. H. Work with a CTE advisory board and CTE student advisory board to provide input to the district on how to best communicate the advantages of the completion of and encouragement to participate in CTE pathways. I. Obtain software to assist in real-time data tracking of CCMR status. **Strategy's Expected Result/Impact:** Increase the percentage of graduates that meet the criteria for College Career Military Readiness to 73% in 2022 and to 85% for the 2024 accountability. **Staff Responsible for Monitoring:** Advanced Academic Coordinator Director of CTE Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Student and Community Programs Director of Assessment and Accountability Executive Director of Student Services High School Administration High School Counseling Staff AP, Dual-Credit, OnRamps, and CTE Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

District Improvement Committee

Committee Role	Name	Position
Administrator	Lynn McKinney	Deputy Superintendent
Classroom Teacher	Cyndee Bowden	AHS Teacher
Administrator	Susan Bohn	Superintendent
Classroom Teacher	Emily Robison	AHS Teacher
Classroom Teacher	Jamie Rinehart	AHS Teacher
Classroom Teacher	Gayla Fernandez	ALC Teacher
Classroom Teacher	Elisha Woodson	Daniel Ninth Grade Teacher
Classroom Teacher	Wendy Petersen	Daniel Ninth Grade Teacher
Classroom Teacher	Robin Newkirk	AMS Teacher
Classroom Teacher	Renee Pokrifcsak	AMS Teacher
Classroom Teacher	Joni Myres	MMS Teacher
Classroom Teacher	Amanda Douglas	MMS Teacher
Classroom Teacher	Jessica Huston	Vandagriff Teacher
Classroom Teacher	Mindy Keating	Vandagriff Teacher
Classroom Teacher	Allyson Flores	Coder Teacher
Classroom Teacher	Samantha Elder	Coder Teacher
Classroom Teacher	Katie Harbour	Stuard Teacher
Classroom Teacher	Michaeleen Huckaby	Stuard Teacher
Classroom Teacher	Liz Garcia	McCall Teacher
Classroom Teacher	Tina Shoptaw	McCall Teacher
Classroom Teacher	Audrey Mann	Walsh Teacher
Classroom Teacher	Grace St. John-Staver	Walsh Teacher
Classroom Teacher	Kayla Cope	Annetta Teacher
Classroom Teacher	Kelly Price	Annetta Teacher
Non-classroom Professional	Mandy Musselwhite	AMS Principal
Non-classroom Professional	Jake Bean	Assistant Principal - McCall Elementary
District-level Professional	Kim Raymond	Assistant Superintendent of Student & Community Services
Parent	Heather Cohea	Parent

Committee Role	Name	Position
Parent	Janet Coble	Parent
Parent	Kelly Stevens	Parent
Business Representative	Carma Chisam	Business Representative
Business Representative	Christina Donnelly	Business Representative
Community Representative	DeeAnne Younkin	Community Representative
Community Representative	Shawn Callaway	Community Representative

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA*PERSON RESPONSIBLE *Local Education Agency	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or bully-like behavior	TEC 11.252(a)(3)(E)	Deputy Superintendent Executive Director of Student Services and Safety Campus Administrator Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. **District's Decision-Making and Planning Policies** • Evaluation – every two years	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. **Dropout Prevention**	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. **Dyslexia Treatment Programs** • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. **Migrant Plan (Title I, Part C)** • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement • Secondary Credit Exchange and Accrual	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data			
8. **Pregnancy Related Services** • District-wide procedures for campuses, as applicable		Executive Director of Student Services and Safety	Individualized student plans
9. **Post-Secondary Preparedness/Higher Ed Information/Career Education** • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant program o Teach for Texas grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Curriculum & Instruction Executive Director of Student Services and Safety CTE Director Secondary Principals Counselors	Course Handbook/Selection Materials Web based resources
10. **Recruiting Certified Teachers and Highly-Qualified Paraprofessionals**	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers		Curriculum and Instruction Executive Director of HR	
11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children • Sexual abuse • Sex trafficing	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent Executive Director of Student Services and Safety	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.

12. Student Welfare: Crisis Intervention Programs & Training
• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics:
  o Early mental health intervention
  o Mental health promotion and positive youth development
  o Substance abuse prevention
  o Substance abuse intervention
  o Suicide prevention and suicide prevention parent/ guardian notification procedures
  o Trauma-informed care
  o Trauma-informed training for all staff
• Training for teachers, school counselors, principals and all other appropriate personnel.
	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)
	
	TEC 11.252(3)(B)(i)
	
	Board Policy FFB(Legal)
	Board Policy DMA(Legal)
		Executive Director of Student Services and Safety
		
		Counselors
			The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
   o Suicide prevention including parent/guardian notification procedure
   o Conflict resolution programs
   o Violence prevention and intervention programs
   o Unwanted physical or verbal aggression
   o Sexual harassment
   o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Deputy Superintendent
		
		Executive Director of Student Services and Safety
		
		Campus Administrators
		
		Counselors
			Board Policies: FFB, FOC, FOCA, DMA and FFE

14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Assistant Superintendent of Curriculum & Instruction Director of Special Programs	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
16. Mandate law enforcement duties of varies types of security personnel	SB1707 BQ(LEGAL) CKE(LOCAl)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
17. Gifted and Talented • Student Services • Annual evaluation reporting • Family/community involvement • Staff/Board training	TAC Chapter 89 Subchapter A EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LEGAL) EHBB (LOCAL)

Aledo ISD Professional Development Plan
2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
1. Suicide Prevention	• 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content • 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers • 38.351(h) states school districts to provide suicide prevention training	**Aledo ISD Vector Training**	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers who regularly interact with students.	• Annually
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution	• 21.451(d)(3)(B) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	Trust Based Relational Intervention Training **Aledo ISD Vector Training**	Teachers, school counselors, principals, and all other appropriate personnel.	• Annually
3. Preventing, identifying, responding to, and reporting incidents of bullying	• 21.451(d)(3)(C) and (d-1)(A) for the frequency and population and (B) for the program/content • 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Aledo ISD Vector Training**	Teachers, school counselors, principals, and all other appropriate personnel.	• Annually

Aledo ISD Professional Development Plan
2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
4. Safety training program	• 33.202(b) for the frequency and population and (c) for the certification of participants and the content. • (a) requires the UIL to develop the program	Provided through UIL Portal Documentation maintained by Athletic Director and Assistant Superintendent	7-12 Coaches, trainers, cheerleader sponsors and band directors.	• **Annually**
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children	• 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a policy **to** be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004. • 38.004 states that the agency shall develop and update a child abuse training program.	**Aledo ISD Vector Training**	All employees	• **Annually**
6. Increasing awareness and implementation of trauma-informed care	• 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers	**Aledo ISD Vector Training**	All staff in the school district.	• **Annually**

Aledo ISD Professional Development Plan
2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
7. **Administration of an epinephrine auto-injector**	• 38.210(b)(1) and (2) for program and format and (3) for frequency. • (a) states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel. 38.210(b) also states specific training criteria	Campus Nurses train identified staff.	School personnel who have contact with a student with a known food allergy.	• **Annually or as needed with new personnel/students added during year.**