Aledo Independent School District

Aledo High School

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Social Studies

Mission Statement

ALEDO HIGH SCHOOL IS COMMITTED TO EXCELLENCE IN EDUCATION BY SETTING THE STANDARD FOR EXCEPTIONAL CHARACTER, ACADEMICS, AND COMMUNITY.

Value Statement

ASPIRE TO EXCELLENCE

Comprehensive Needs Assessment

Revised/Approved: October 26, 2018

Demographics

Demographics Summary

Aledo High School student population continues to evolve as we grow. Our total student population is 1,320 for this school year.

White	**82%**
Hispanic	**12%**
American Indian	**<1%**
African American	**2%**
Asian	**<1%**
Multi-Racial	**3%**
Economically Disadvantaged	**9.3%**
Completion Rate - 395 (2017 Grads)	**99%**
Dropouts - XX	**<1%**
Discipline referrals	**(Last year 310, the year before 417)**

Needs:

Continue staff development to assist in the EOC stability and growth. Aledo High School is not a Title I schoolwide or Targeted Assistance Campus. The last column, "Title SC", is included on each page of the plan to denote the ESSA categories for other Title funds (II, III)

Demographics Strengths

AHS has a veteran staff that does an excellent job of tracking student's progress during the year. They administer common assessments to adjust curriculum needs as they become evident and adapt content to meet campus instructional needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Continue to target sub populations (Hispanic, African American, Special Education and Eco-Disadvantaged) related to assessment system and student needs.

Student Achievement

Student Achievement Summary

AHS staff and students worked tirelessly to attain the gains on EOC assessments last year. The campus received a "Met Standard" rating for the 2017-2018 year. Data was disaggregated in August and targeted areas were discussed for the 2018-2019 year in during professional development training. AHS received two of the seven distinctions last year. Our distinctions were in Academic Achievement in Math and Social Studies.

AHS will continue to work towards improving student achievement through staff development and program changes as needed after reviewing benchmark data and six week assessments during the year. We will also work on improving student attendance, preparing our students for life after graduation, and building stronger connections with students.

Student Achievement Strengths

Needs

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:

  * Staff development with a focus on serving ELL students - $2,000, Supplemental materials - $2,000 and Tutors for ELL students - $10,000

- Title 1 funding will be utilized to provide services to ELL students in the following areas:

  * Teaching materials - $10,000, Staff development - $10,000 and Tutors - $5,000

- In addition, Title 1 funding will be utilized to supplement summer school offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:

  * Summer School personnel - $80,000, Summer School transportation - $20,000 and Summer School materials - $3,000

School Culture and Climate

School Culture and Climate Summary

Aledo High School is a campus that has a culture of success that must be maintained and improved upon each year. We have experienced great success in Fine Arts, Student Organizations, Academics, and Athletics over the years and it is a tradition that each group wants to continue to build upon. The staff morale is positive but must be monitored for increased stress and changes in morale.

School Culture and Climate Strengths

Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aledo High School staff is a group of veteran teachers with some newer staff members that are all committed to student excellence. Campus administrators will monitor the 17 new teachers at AHS to ensure a smooth transition period during their first year on campus. At set times during the school year, we will check on the assimilation of the new staff to our campus family. Teacher mentors are assigned to new staff with less than 5 years of experience to support their transition to AHS.

Staff Quality, Recruitment, and Retention Strengths

Need

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately $19,000 allocated for Aledo High School and Daniel 9th Grade Center.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Aledo HS has two main tests (Eng 2 & U.S. History) given to all students as well as re-testing for the other three areas (Eng 1, Biology, and Algebra). We need to continue our focus on expanding instructional approaches to meet our goals with EOC testing. We will utilize the Eduphoria program to allow teachers to quickly access their student's benchmark data and other critical information. We will continue to use our RtI team to identify and support our struggling students.

Parent and Community Engagement

Parent and Community Engagement Summary

Aledo High School is fortunate to have great community support for all our students. Our business members are quick to provide support and our families attend our Athletic, Fine Arts and Academic events in great numbers. We need to work towards improving our communication with our stakeholders through our website, Parent Link, District Phone App and other methods available to the campus. AdvoCats has continued to support our economically disadvantaged students with their needs during the year.

School Context and Organization

School Context and Organization Summary

Department chairs will continue their role this year in the planning and staff development with the End of Course (EOC) assessment. We must continue to adjust our instructional focus on the EOC assessments based on campus performance and student needs. Monitor the assimilation of the 17 new teachers to AHS and 6 new staff members to our campus.

Technology

Technology Summary

Explore possible additions to the campus technology through the Technology teacher group created to review new tools and platforms. Explore the usage of electronic readers with the formation of an Instructional Technology Committee. Continue to explore new ideas like flipping the classroom when appropriate for the subject. Aledo High School will participate and focus on cyber safety during Digital Citizen Week.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: What We Teach: Guaranteed and Viable Curriculum

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

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

Summative Evaluation 1:

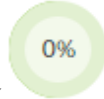| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Administrators will monitor their T-TESS groups for lesson plan implementation of the four target areas	2.4, 2.5, 2.6	Aledo HS Administrative Team (Peterson, Ansley, Maurer, McLaughlin & Smith)	Increase instructional dialog with staff regarding lesson planning				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	2.4, 2.5	Campus Administration	100% of the teachers' lesson plans reviewed by campus administration will embed TEKS into their daily lesson plans to ensure standards-driven instruction.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed meaningful tasks and products into their daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
Critical Success Factors CSF 1 CSF 4 CSF 7 4) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				

| Critical Success Factors
CSF 1 CSF 2 CSF 4 CSF 7

5) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication. | 2.4, 2.5 | Campus Administration

District Administration | 100% of the teachers' lesson plans reviewed by campus administration will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression. | | | |

100%		0%		
= Accomplished	= Continue/Modify	= No Progress	= Discontinue	

Goal 2: How We Teach: Delivery of Instruction

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Weekly learning walks that are conducted by the four campus administrators to monitor the district instructional focuses for 2018-19	2.5	Campus Administration District Administration supervising: Special Education CTE ESL Weekly data in the google form that is submitted to Assistant Superintendent	Administrators will be in campus classrooms on a more frequent bases. Monitoring the implementation of district instructional practices as identified above.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evidence, 80% of the time, by June 2019.				
Critical Success Factors CSF 4 CSF 5 CSF 6 3) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, 80% of the time, by June 2019.				

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

Goal 2: How We Teach: Delivery of Instruction

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will implement the Fundamental Five concept, Framing the Lesson, in their daily instruction.	2.4, 2.5, 2.6	Aledo High School Administrative Team District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
Problem Statements: Demographics 1							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Teachers will implement frequent small-group purposeful talk (FSGPT) in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize FSGTP daily with fidelity, by June 2019.				

| Critical Success Factors
CSF 1 CSF 2 CSF 4

3) Teachers will implement critical writing in their daily instruction. | 2.4, 2.5, 2.6 | Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team | 100%of teachers will utilize critical writing daily with fidelity, by June 2019. | | | | |

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Continue to target sub populations (Hispanic, African American, Special Education and Eco-Disadvantaged) related to assessment system and student needs.

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 1: Progress monitor evidence of WFBB expository basic structure in grades K-10 through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student expository writing samples, one in the fall and one in the spring, will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 1) Students in our English II classes as well as the ELA Bridge will utilize the WFBB curriculum to increase writing in their classroom.	2.4, 2.5, 2.6	Administrative team will monitor lesson plans Admin. team will also observe for implementation in ELA classes during walkthroughs and T-TESS observations	100% of Grade 10 ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics. Improve ELA I & II EOC results in the spring.				
Problem Statements: Demographics 1							
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.	2.4, 2.5, 2.6	Campus Administrative Team	100% of Grade 10 ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Continue to target sub populations (Hispanic, African American, Special Education and Eco-Disadvantaged) related to assessment system and student needs.

Campus Based Leadership Team

Committee Role	Name	Position
Classroom Teacher	Gloria Andrews	Art Teacher
Classroom Teacher	Kris Grgurich	Science Teacher
Classroom Teacher	Gena Berry	Math Teacher
Classroom Teacher	Jamie Rinehart	ELA Teacher
Classroom Teacher	Karey Moore	Science Teacher
Classroom Teacher	Amy Bullock	Math Teacher
Community Representative	Brett Parker	Community Representative
Business Representative	Brenda Cheatham	Business Representative
Parent	Kelly Bush	AHS Parent
Parent	Lucia Bobalik	AHS Parent
Administrator	Dan Peterson	Principal
Business Representative	Dr Todd	Business Representative
Community Representative	Linda Parker	Community Representative
District-level Professional	Lynn McKinney	Deputy Superintendent