

Aledo Independent School District

Coder Elementary

Campus Improvement Plan

2020-2021



Mission Statement

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

The mission of the Aledo Independent School District is "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

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

The school has a population of 534 students. In addition, we serve 13 childcare students, 23 Preschool Articulation and Language Service (PALS) students, and 3 walk-in speech students on our campus. The ethnic representation is 3 African American students, 117 Hispanic students, 391 White students, 1 Native American student, 2 Asian students, 0 Pacific Islander, and 20 students who are two or more races. 165 of the students at Coder are economically disadvantaged, 369 are non-economically disadvantaged, 39 students are English Language Learners (ELL), 98 students participate in Special Education, and 108 students fall into the at-risk category. The students of Coder Elementary have an attendance rate of 96.9% each day, and the staff is composed of teachers averaging 10 years of experience.

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

Demographics Strengths

Strengths:

- Community involvement and support
- Parental involvement
- Professional Learning Community analyzes data to target areas of academic need and ways to improve teaching practices

Needs:

- Continue to plan for staffing needs
- Use data to decrease our at-risk population
- Respond to individualized needs for at-risk students

Student Achievement

Student Achievement Summary

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

Identified areas of improvement include aligning instructional goals with the state testing standards, using Common Assessments, Lexia, Imagine Math, Reflex raising the level of critical thinking through the use of Thinking Maps, Write from the Beginning and Beyond, and writing across content area, and further implementing high yield instructional strategies, known as the Fundamental 5, staff development and vertical alignment will be utilized to meet these goals. Coder Elementary will also place a strong emphasis on incorporating Academic Discussion through Frequent Small-Group Purposeful Talk (FSGPT), and the use of High Level Questioning into core instruction time to ensure growth for all students, regardless of their current academic level.

Student Achievement Strengths

Strengths:

- Available assessment data including district common assessments and benchmarks, DRA, Imagine Math Skills, and Lexia is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students.
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, Reflex Math, Imagine Math, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library, media center, Chromebook and iPads, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.
- Technology and software sources are utilized including Promethean Panels, Student Chromebooks and iPads, Imagine Math, Google Docs, Google Classroom, STEMscopes, and Classflow.
- Staff support all learners through mentoring, tutoring, and Just in Time Trainings.
- Professional Learning Communities and collaborative team meetings allow for specific planning or training to support all students.

Needs:

- Title 1 funding will be utilized to support student tutorials
 - Tutorials - \$11,667
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5, Pre-K, Kindergarten, ESL, and Dyslexia students as follows:
 - Summer school - \$11,993.
- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - \$1,000 Staff development for ESL staff with a focus on providing ongoing support for EL students. \$5,000 for supplemental materials for English Learners. \$9,625 for tutoring and intensified instruction for English Learners
- In addition, Title 3 funding will be utilized to support students who are new to the country or are within their first three years in U.S. schools.
 - Student support - \$5,275

School Culture and Climate

School Culture and Climate Summary

The mission of Coder Elementary School is to provide each individual with a safe and nurturing environment that promotes social and academic growth and prepares children for our changing society. The staff believes that the added involvement of family and community at Coder has played a vital role in attaining the mission that we strive to achieve each year.

In an effort to ensure a speedy and efficient response in emergency situations, Coder will further emergency preparedness by following the recommended drill schedule, reviewing and reflecting on the successes and needs of each drill. This will allow staff the opportunity to problem solve through a variety of safety scenarios in order to equip them to handle emergency situations should they arise.

Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed to create a positive and encouraging school climate.

School Culture and Climate Strengths

Strengths:

- Families feel, by an overwhelming majority, that Coder is a great fit for the cultural and emotional needs of their student
- District and school wide safety procedures are in place and are regularly practiced by staff and students.
- Encourage student leadership through Student Council members and activities.
- Have Watch DOG volunteers play a greater role in promoting school wide expectations and building a warm and nurturing school environment.
- Campus provides student support activities such as Dot Day, Back the Blue Day, Comfort Dog, Peace Class, #kindness on announcements, Family Game Night (scheduled, but not held due to quarantine), Hello Week, Cystic Fibrosis Walk (scheduled, but not held due to quarantine), etc.
- Implement strategic campus recognition of student successes by hosting power rallies, recognizing students on announcements and awarding students with spirit tags.

Needs:

- Execute campus and district initiated table top safety exercises allowing staff to problem solve through safety scenarios in order to equip staff to handle a variety of safety issues.
- Title 4 funds in the amount of \$20,985 will be utilized for Capturing Kids Hearts training for Coder staff.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff of 40 teachers and 8 professional support staff members. An Instructional Specialist was added for the 2019-2020 school year. Additionally, an Early Literacy Instructional Specialist was added for the 2020-2021 school year. The Coder staff has a large percentage of staff members having additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. Coder staff members participate in professional development activities that integrate cross-curricular instruction. Teachers are trained in differentiating instruction, balanced literacy, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS, TBSI, New Teacher Orientation, ESL Certification, Gifted and Talented Training, Fundamental 5, Guided Reading, Shared Reading, and Interactive Read Alouds.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder will have teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. Collaborative teams are meeting once a week to give teachers time to collaborate on lesson planning, and to study student data and expectations.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff is 100% highly qualified.
- Staff attends research-based staff development in instructional practices, balanced literacy, Fundamental 5, and Thinking Maps, High Level Questioning, and Promoting Academic Discussion through FSGPT (Frequent Small Group Purposeful Talk).
- Teachers target instruction to meet campus and district goals.
- Ventures, a structured Interview process, is used at each interview.
- Teachers reported a higher than district average Staff-Leadership relationship, indicating there are high levels of trust, compassion, and support from campus administration.
- Flexibility in learning a new technology platform to teach remotely.

Needs:

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$6,928 allocated for Coder.
- As a Title 1 campus funding has been allocated to provide additional professional learning opportunities using Title II funding. There is \$89,300 allocated for an instructional specialist position to support Coder staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2019-2020 school year, the following areas were identified as our district focus areas for the 2020-2021 school year:

- Ensuring academic progress/growth for all students
- Increasing proficiency in critical writing across all content areas

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that targets three areas including:

- 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 and Relevance
- Authentic Literacy – Balanced Literacy (K-2), Write From the Beginning and Beyond

A district-wide, 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

Strengths:

- For the 2019-2020 school year, Coder Elementary showed the following progress:
 - 70% of K-2 students were on track to make a year's worth of growth in reading according to the middle of the year Diagnostic Reading Assessment (DRA).
 - 80% of 3rd grade math students met approaching mastery standards on middle of the year district benchmarks.
 - 84% of 3rd grade reading students met approaching mastery standards on middle of the year district benchmarks.
 - 95% of 4th grade math students met approaching mastery standards on middle of the year district benchmarks.
 - 95% of 4th grade reading students met approaching mastery standards on middle of the year district benchmarks.
 - 80% of 5th grade math students met approaching mastery standards on middle of the year district benchmarks.
 - 88% of 5th grade reading students met approaching mastery standards on middle of the year district benchmarks.
- A Campus Instructional Specialist was added for the 2019-2020 school year to collaborate with teachers to improve the quality of instruction through facilitating Collaborative Team meetings to ensure high levels of teaching and learning.
- An Early Literacy Instructional Specialist was added for the 2020-2021 school year to support early literacy instruction across the PreK through 2nd grade levels.
- We met in CT meetings weekly to discuss student data and content development.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides Coder Elementary with overall areas of reinforcement and refinement.
- Provided the opportunity for additional 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 Coder Elementary staff contributed to the curriculum writing teams that developed district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- Coder was an exemplar campus for the co-teach method.

- Coder teachers collaborated with horizontal teams during district wide quarantine.
- Learning Management System implemented in every grade level.

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 capacity of district curriculum writing teams.
- Continue to strengthen the backwards 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 add EL teachers as our EL population continues to grow.
- 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.
- Provide technical support for students and parents.
- Teachers productively struggling to learn new technology during pandemic/quarantine.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents areas **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Currently, due to the COVID-19 restrictions, visitors are not allowed on campus. Once these restrictions are lifted, opportunities for parent and community engagement events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), Watchdogs, and special school events. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as teacher mentors, AdvoCats, Connections Mentors, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Coder Campus Committee, PTO, District Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC).

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

Parent and Community Engagement Strengths

Strengths:

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

Needs:

- We need to provide opportunities virtually for technology support, consistent communication, and virtual activities to encourage home/school/community connections.

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

Strengths:

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

Needs:

- To consistently clean and disinfect our campus environment to ensure good health for all.
- We need to remove all carpet from classrooms and replace it with linoleum and area rugs in order for an easier way to clean and disinfect.
- We need more classroom and hallway trash cans (2 in each room).
- We need an additional water bottle filling station for students.
- We need a water bottle filling station for teacher only use (in office or lounge).
- Teachers would like to be provided with basic office supplies at the beginning of the year from our budget. (staples, tape, paper clips, pens, binder rings, etc.)

Technology

Technology Summary

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

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

Technology Strengths

Strengths:

- Staff members are using automated internal systems to support academic achievement.
- Chromebooks and iPad carts available for check-out and multiple Chromebooks (3rd-5th grades) and iPads (PreK -2nd grades) were housed in carts within each classroom.

Needs:

- There is a lack of technology training and insufficient practice and implementation opportunity.
- Increase appropriate technology devices available to each classroom.

Priority Problem Statements

Problem Statement 1: After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all contents areas

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

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
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- 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

- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-Risk population, including performance, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback





Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Coder Elementary will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2021.

Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None





<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2021.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Coder Elementary 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 2021.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None





<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Coder Elementary will implement district identified best instructional practices that include: consistent implementation of frequent feedback 85% of the time by June 2021.

Evaluation Data Sources: Data from Daily Impact Walks and student artifacts from in person and the remote learning environment.

Summative Evaluation: None





<p>Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.</p> <p>Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 98% of Coder Elementary collaborative teams school-wide 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

Summative Evaluation: None

<p>Strategy 1: Collaborative Teams will:</p> <p>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. Strategy's Expected Result/Impact: 98% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, 98% of Coder Elementary collaborative teams school-wide 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

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams:</p> <p>Indicator #1: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 98% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews						
	Formative			Summative			
	Dec	Feb	Apr	June			

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 93% of Coder Elementary collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1.

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

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams:</p> <p>Collaborative Teams:</p> <p>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.</p> <p>Strategy's Expected Result/Impact: 93% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of Coder Elementary collaborative teams school-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2.

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

Summative Evaluation: None



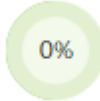




<p>Strategy 1: Collaborative Teams:</p> <p>Indicator#1: *school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Coder Elementary 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: To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

Evaluation Data Sources: 100% of checked occupied classroom doors will remain opened and locked, and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.

Summative Evaluation: None








<p>Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus districtwide every week and maintain documentation.</p> <p>Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.</p> <p>Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 3: Coder Elementary 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: Coder Elementary communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

Evaluation Data Sources: COVID positive case notification letters, quarantine notification letters, district dashboard

Summative Evaluation: None








<p>Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day.</p> <p>Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Communications Lead Nurse</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 0%	 0%	 0%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Coder Elementary 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: In an effort to mitigate the impact of COVID -19 in Coder facilities, the Coder Elementary will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

Evaluation Data Sources: Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly Reports from the custodial app

Summative Evaluation: None

<p>Strategy 1: 1. Coder Elementary will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.</p> <p>Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, Coder Elementary will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.</p> <p>Staff Responsible for Monitoring: CFO Director of Construction and Facilities</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

All data sources used are reflected on the data checklist.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

Frequent data reviews will be made to make sure progress occurs. Data sources include but are not limited to: IXL, MClass, Lexia, CBA, DRA, 504, Special Education ARDS, RTI, etc.

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

- Title 1 Parent Meeting
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - Virtual

Other programs held within the school day and after school.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Meetings are held throughout the year including:

- Title 1 Parent Meeting - Virtual
- Meet the Teacher - Virtual
- Curriculum Night - Virtual
- Book Fair - virtual

Other programs held within the school day and after school.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Amy Sadler	Principal
Administrator	Jennifer Hoover	Assistant Principal
Classroom Teacher	Laura West	Kindergarten
Classroom Teacher	Jennifer Babcock	First Grade
Classroom Teacher	Brooke Hogue	Second Grade
Classroom Teacher	Stacey Israel	Third Grade
Classroom Teacher	Laura Andringa	Fourth Grade
Classroom Teacher	Olivia Young	Fifth Grade
Non-classroom Professional	Susan Stirewalt	Early Literacy Instructional Specialist
Non-classroom Professional	Mandy Fernihough	Counselor
Community Representative	Beth Harris	Community Member
Community Representative	Carmen McNair	Community Member
Parent	Christina Stuntz	Parent
Parent	Katie Schuster	Parent
Business Representative	Brett Webster	Business Owner
Business Representative	Michelle Parker	Business Owner
Paraprofessional	Shiloh Smith	Special Education Paraprofessional