

Aledo Independent School District
Vandagriff Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

“Inspiring students, Capturing hearts, Growing minds”

Comprehensive Needs Assessment

Revised/Approved: October 16, 2018

Needs Assessment Overview

Vandagriff Elementary Site-Based Decision Making committee gathered on October 16, 2018 and used campus data to include TAPR, STAAR reports, Campus Report Cards, etc. to determine the areas of most need as well as to adjust the current needs based on prior year performance. Many needs from the previous year are being carried over to the next due to the assessment of current data.

Demographics

Demographics Summary

Vandagriff Elementary School is the oldest of five Aledo ISD elementary schools with separate buildings built in 1937 (gym), the mid 50's (annex) and mid 60's (main building which doubled in size with an addition in the mid 90's). The combination gives the campus a unique character for its 532 students. Currently, the student population is 78.9% Anglo, 15.6% Hispanic, and 2 or less percent for each African America, Asian, and American Indian. 11.3% of the students are economically disadvantaged. 6.8% receive Special Education services, and 3.6% receive ESL services. The overall attendance rate for 2017-2018 was 96.9%. Vandagriff's pupil to teacher ratio is 22.08 to 1. There are 51 faculty members including 32 homerooms teachers.

Vandagriff's motto is "Inspiring students, Capturing hearts, Growing minds." There is a successful balance between academics, the arts, and extracurricular opportunities. We offer Teams of tomorrow (TOT), UIL, Student Council, Kid's Beach Club, Art Club, Runner's Club, choir and Safety Patrol. A positive and supportive community of parents adds to Vandagriff's success.

The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in faculty meetings and Site-Based Planning Committee meetings. The Site-Based Team is comprised of administrators, teachers, parents, community and business members. Parent and Teacher Climate Surveys are studied as well as enrollment and attendance data and discipline referrals.

Demographics Strengths

- Overall student achievement
- Professional learning
- Technology integration
- Engaged faculty
- Parent volunteerism

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need exists to close the achievement gap in mathematics and reading for all students. **Root Cause:** While most students are performing on level, the amount of growth seen in these students is minimal.

Problem Statement 2: Need exists to close the achievement gap for Special Education, economically disadvantaged, Hispanic and English Learners. **Root Cause:** Students in special populations typically have lower achievement levels thus require additional instructional strategies to close learning gaps.

Problem Statement 3: Need for improvement in overall writing performance with critical writing using Thinking Maps. **Root Cause:** Inadequacy of writing components that allow student written expression at an acceptable level.

Problem Statement 4: Need to improve attendance rate to 98%. **Root Cause:** Student and faculty attendance is directly related to success rates.

Student Achievement

Student Achievement Summary

Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under the new system, Vandagriff was rated at the "Met Standard" level in the areas of student achievement, student progress, closing performance gaps, and postsecondary readiness in 2017. Vandagriff also met 10 out of 10 Indicators of Performance Rates and 8 out of 8 Indicators for Participation Rates for a total of 18 out of 18 (100%) of the State System Safeguards. High achievement is a result of quality instruction and appropriate/timely intervention through consistent implementation of Response to Intervention (RtI) process.

Programs are in place to meet the unique and individual needs of students. We have pull-out G/T and ESL classes. Special Education students receive a balance of individual instruction and inclusion. Teachers review student needs with the RtI process and actively implement Tier 1 interventions. Before, during and after-school tutorials are provided. Rigorous protection of instruction is supported to ensure students have appropriate access to high-level, engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use DRA and iStation to determine reading levels and literacy needs. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science, and writing. In grades K-5, Measures of Academic Progress (MAP) testing is assessed on a beginning, middle and end of year basis to assess growth in comparison to national norms. Tutorials and small group instruction is provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing and science for economically disadvantaged, Special Education, English Learners, and Hispanic students.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, MAP testing, and DRA data for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI process monitoring records.

Student Achievement Strengths

Strengths

- High expectations for excellence
- Faculty devoted to learner- center instruction
- Strong student counseling program

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Need for professional learning focused on unique needs of under-performing student groups and balanced literacy. **Root Cause:** Special student populations typically perform lower academically.

Problem Statement 2: Need for continued technology training for staff with an emphasis on student use and improving communication. **Root Cause:** Ever growing technology trends and needs.

Problem Statement 3: Need for improvement in overall writing performance with critical writing using Thinking Maps. **Root Cause:** Inadequacy of writing components that allow student written expression at an acceptable level.

Problem Statement 4: Need exists to close the achievement gap for Special Education, economically disadvantaged, Hispanic and English Learners. **Root Cause:** Students in special populations typically have lower achievement levels thus require additional instructional strategies to close learning gaps.

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is "Inspiring students, Capturing hearts, Growing minds". Our staff is devoted to our students - both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. We use the Capturing Kids' Hearts Philosophy; in order to capture a kid's mind, you must first capture their heart. Vandagriff staff has been further trained with Capturing Kids' Hearts through their Process Champions program, forming a partnership with colleagues and community to build trusting relationships. Teachers work hard to make learning fun and to make students successful. Discipline management has a focus on learning and prevention rather than punishment. There is a strong commitment to stop any form of bullying as soon as it is reported and the district provides an easy, anonymous online reporting platform for each campus. An iron-clad partnership with Aledo Advocats helps to strengthen the confidence of all of our students, but especially those who need assistance financially through the year for clothing, school supplies, field trips, and even spirit wear.

Parents are welcomed at Vandagriff. We have a high level of parental volunteerism and support. Parents regularly visit students at lunchtime and add to our sense of community. Efforts have been made to expand the involvement of fathers with the continued growth and integration of Watch D.O.G.S (Dads of Great Students) program. Family Math Night has also been incorporated to provide inclusiveness to the academic strides of our campus. Increased parental involvement on campus has been a positive and supportive experience for students, staff and the campus as a whole.

Students and parents report in surveys and informal feedback that they are pleased with the school and feel safe here. Vandagriff has implemented school-wide programs including Calm Cats for students with anxiety and Phoebe the Therapy Dog to meet with students dealing with grief or divorced parents. The fact that we use inclusion of special education students in all facets of our school life is embraced by students and parents. The overall feedback during the Meet the Teacher, PTO meetings, Open House and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children.

During classroom walk-throughs, our teachers and students are seen engaged in learning and enjoying the learning environment.

Our students are the "reason why" for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership has become a hallmark of our school and the Student Council has been established on campus. Currently, students are included in leading the pledges and announcements, safety patrol, and participate in community service projects throughout the year, such as food and clothing drives for the Center of Hope - a community aide organization. Students are reminded of their positive influence and their impact at Vandagriff through attendance recognition as well as the Vandagriff Graduate Scholarship. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

School Culture and Climate Strengths

Strengths

- Warm, friendly atmosphere.
- Safe community and school environment.
- Faculty committed to students.
- Family involvement in school events.
- Expansion of the Watch D.O.G.S. program to involve more fathers and male mentors on campus.

Needs

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We need growth in the participation and input of campus improvement and student surveys. **Root Cause:** Lack of input on campus improvement and student surveys do not allow for constructive growth.

Problem Statement 2: There is a need to always expand the participation of under-represented parents and families. **Root Cause:** Vandagriff Elementary's desire to present a family atmosphere for all aspects of education.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Vandagriff Elementary has 48 professional staff members and 7 paraprofessional. All of the professional staff is fully certified.

We are no longer a Title 1 campus, however still receive Title II allotments. In addition, the district receives Title III funds. Title II funds are used to support other professional development such as *Capturing Kids' Hearts*, Balanced Literacy, and Science and Math conferences. Teachers may also attend training presented by ESC Region XI and other professional development opportunities that align with and support the Campus Improvement Plan and the district's curriculum scope and sequence.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special education staff, and TBSI teams members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD and Accommodations training and Technology training is taught by district Instructional Technology Specialist.

The district offers a wealth of training opportunities in the summer. Professional development offerings include training in Balanced Literacy, Just in Time (JIT) training's, Guided and Shared Reading with a consultant, Thinking Maps and Write from the Beginning and Beyond with Amber Crissey, Gifted and Talented Education, and Technology applications. Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- 100% fully certified professional and paraprofessional staff.
- Faculty collaboration and learning focus.
- District professional learning support.
- District training on district specific goals.
- *Capturing Kids' Hearts*, Balanced Literacy and Science and Math conference attendance, and completion.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is

approximately \$7,000 allocated for Vandagriff.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Greater need for teacher training and development that supports under-performing students. **Root Cause:** Increase in number of students in groups that require additional focus on problem instructional areas.

Problem Statement 2: Need for continued ESL certification for new teachers. **Root Cause:** Teachers new to Aledo ISD may not have ESL certification prior to hire.

Problem Statement 3: Need for MAP testing and teacher training. **Root Cause:** MAP is a fairly new program to the district that expands its reach each year.

Problem Statement 4: Continued need for aligned professional learning in support of campus and district goals. **Root Cause:** District and campus goals change according to needs, thus professional development has to be continuously monitored for alignment.

Problem Statement 5: Continued support and implementation of professional learning for the teacher acquisition of the T-TESS appraisal system. **Root Cause:** T-TESS is still a fairly new appraisal system and many teachers need assistance in a deeper understanding of the objectives to further meet goals.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and instruction at Vandagriff are TEKS-based. Vandagriff will intentionally design instruction for students through embedding district required components: We will, I will, HOT (higher-order thinking) questions, critical writing, and purposeful academic discussion. English Language Proficiency Standards (ELPS) are used along with the TEKS. The curriculum is aligned through scope and sequence by district cadres represented by each school. Curriculum documents are in the process of alignment by the district and will be used as guides in the classroom. Vandagriff teachers are involved in the alignment of the district's curriculum as we are guided by a new accountability and assessment program in Texas. Interventions by support personnel such as the ESL teacher and Dyslexia teacher are structured for small group instruction and individual progress and success, as well as, district level specialists in the areas of math, science, social studies, and reading/ELA.

A Balanced Math approach is implemented in K-5 classes. This approach mirrors the Balanced Literacy/Guided Reading models and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental 5 initiative. Students are assessed to determine intervention groups that will be utilized during the math instruction block. A variety of resources are being used to support the mathematics instruction that includes but are not limited to BUILD, Envision, Fast Focus, Imagine Math, Reflex Math, TEKSING TOWARD STAAR, and Countdown to STAAR.

A Balanced Literacy approach is implemented in K-2nd classes. Students are assessed to determine reading level and work towards progress in fluency and comprehension through small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics is taught with Fountas and Pinnell materials, as well as the Daily Five model and word work through Words Their Way.

Science and Social Studies are instructional strategies which are high-interest, hands-on and project based. Science curriculum, which is a collaboration of teachers and the District Science Specialist, as well as Stemscores and ADIs (Argument Driven Inquiry), alignment and instructional practices, are aligned as evidenced by strong student performance indicators.

Periodic assessments are given to students grades 3rd-5th in math, reading, science, and writing to determine mastery. DRA is given three times a year to students in Kindergarten-2nd and MAP testing to grades K-5th. Students needing remediation are grouped for small group or individual instruction.

Thinking Maps, with a focus on the Frame of Reference, is a district-wide initiative that our teachers use in all content areas to achieve higher levels of thinking for our students.

Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of the TEKS, district curriculum guides, assessment, and research-based intervention.

Curriculum, Instruction, and Assessment Strengths

- Teacher participation in developing and alignment of the district curriculum and scope and sequence
- Assessment results are used to guide and inform instruction

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Continued need for aligned professional learning in support of campus and district goals. **Root Cause:** District and campus goals change according to needs, thus professional development has to be continuously monitored for alignment.

Problem Statement 2: Need for research-based interventions for struggling students. **Root Cause:** Lack of unlimited time resources for intervention practices.

Parent and Community Engagement

Parent and Community Engagement Summary

The Vandagriff Community has had a relatively stable population, however this year we have had a slight change with the rezoning of district lines. The one constant from year to year is the high level of parent involvement. Parents and other family members sign-in every day for volunteer assignments and are ever-present in the cafeteria, on campus, and in workrooms. Parents and relatives fill the cafetorium for each grade level performance and program.

The Watch D.O.G.S. program is active and growing. As a result, fathers and male mentors are becoming more involved in the daily operations of our school. Many dads have taken on leadership roles within the group. The dads have added an element of safety and security as well as serve positive role models for our children, most especially for our neediest students.

The Vandagriff students, faculty and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. This is the seventh year the campus will host and honor our grandparents with a Grandparent's Day gathering. This will be the 6th annual Mom/Son night and a Daddy/Daughter date night hosted by our PTO. We have Phoebe, our comfort dog, who visits our campus and students in need, Family Math Night, Advocats Run/Walk/Crawl Fun Run and also host a Scholastic Book Fair in the fall and spring semesters.

PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership team. We have a PTO district representative who leads monthly campus committee meetings.

Parent and Community Engagement Strengths

- Google Sites teacher websites and parent email groups
- Strong family support for our students
- Utilization of social media
- Teacher of the Month - sponsored by Myser Orthodontics
- Orange Leaf - 'Caught being Good' coupons
- Bearcat Buddies

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Greater need to increase the involvement of underrepresented parents and families. **Root Cause:** Desire to involve all families as a part of the Vandagriff family.

Problem Statement 2: Greater desire to encourage more volunteers in all areas of need. **Root Cause:** Lack of specificity of needs as a campus where volunteers would benefit.

Problem Statement 3: Need to increase community involvement on campus. **Root Cause:** As the community grows, the needs to involvement will also continue to grow, thus allowing for more opportunity for such involvement.

School Context and Organization

School Context and Organization Summary

Vandagriff is a K-5 elementary school. Our reputation is a product of tradition and collaboration. The environment is learner-centered, supportive and friendly.

There are 32 homeroom teachers in grades K-5. The Special Education department has two full-time teachers, three teacher assistants, one speech therapist, and two part-time educational diagnosticians. There are three specialty teachers: PE, Music and a Dyslexia Teacher, one part-time Gifted and Talented teacher, one part-time ESL teacher, a PE aide, and a computer lab aide. The support staff includes principal, assistant principal, counselor, nurse, librarian, one PEIMS clerk, and one secretary. The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. The Campus Site-Based Committee includes parents, business leaders and community representatives along with the administrators and teachers.

Teachers are organized into grade-level teams and a Site-Based Planning Team. Each grade level has a representative on the Site-Based Planning Team which functions as the foundation for school planning, collaboration, and site-based decision-making. Beautification, Professional Learning Communities, Balanced Literacy, Bearcat Response, Student Council and Sunshine committees have been formed to ensure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as mentors to others and members of Response to Intervention (RTI) committees. Third, fourth and fifth grades work together in teams of two or three and all other grades work together collaboratively, but are self-contained. The faculty and staff provide active support for the inclusion of special education students in general education classrooms.

Vandagriff is supported by an incredibly hard-working and talented Aledo ISD central administration and contracted staff. All of the individuals involved with leadership in Curriculum and Instruction, Professional Learning, Assessment, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school serve students.

School Context and Organization Strengths

- Committed and engaged teachers and staff
- Learner-centered
- Student focus

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Need for professional learning in support of under performing student groups. **Root Cause:** Special population student groups statistically perform lower academically.

Problem Statement 2: Need for improvement of WiFi accessibility and performance. **Root Cause:** Growth of personnel and technology components year over year.

Technology

Technology Summary

Training will continue to be a need as new programs and equipment are integrated at Vandagriff. Opportunities for the integration of new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both ClassFlow and Active Inspire Software, teacher iPads, and either five student iPads or five student Chromebooks, depending on the grade level, as well as three campus-wide carts of 30 Chrome books.

The staff has embraced and integrated the Promethean Board technology and software. We have our own YouTube channel that we utilize for online morning announcements and attendance recognition, which the students view on the Promethean Boards in the classrooms. All teachers are using Promethean Boards in the classrooms. All teachers are using Promethean Boards effectively. New strategies are shared with colleagues. Teachers record their proficiency level in the state Clarity BriteBytes system each year.

Blackboard, Eduphoria, Parent Link, Social Media (#growinggreatness), Google Classroom, Google Sites for teacher websites, Twitter (#aledomindset), and improved assessment instruments have been integrated into our campus practice. Google has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

The Aledo ISD technology department has been helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future. The district Instructional Technology Specialist visits our campus at least one time per month to provide assistance and insight to teachers and their technology integration.

Technology Strengths

- Promethean Boards and software as well as iPads and/or Chrome books in each classroom
- Utilization of iPads/Chromebooks
- A district committed to increasing technology integration
- Lessons planned with Promethean Board interaction
- Blackboard, Eduphoria, Google Drive, Twitter (#aledomindset), Instagram, Facebook and Assessment Programs
- Google Classroom
- Google Sites for teacher websites

Problem Statements Identifying Technology Needs

Problem Statement 1: Greater need for implementation and integration of student use and appropriate application of technology within instruction. **Root Cause:** Need for more teacher training of how to effectively incorporate technology within lessons and without devices for all students.

Problem Statement 2: Greater need for student practice of appropriate digital citizenship. **Root Cause:** Growing opportunity for use of personal information for web products and appropriate use and impact of social media.

Problem Statement 3: Ongoing need for effective training for digital use of products and updates. **Root Cause:** Constant growth of technology applications available for educational purposes.

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
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: What We Teach: Guaranteed and Viable Curriculum

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

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

Summative Evaluation 1:

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

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication.</p>	<p>2.4, 2.5</p>	<p>Campus Administration District Administration supervising: Special Education ESL</p>	<p>100% of 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.</p>				
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= 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
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evident, 80% of the time, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, 80% of the time, by June 2019.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: How We Teach: Delivery of Instruction

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Teachers will implement Framing the Lesson in their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Teachers will implement Critical Writing in their daily instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2019.				



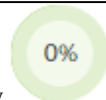



Goal 3: Authentic Literacy

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

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

Summative Evaluation 1:

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

Goal 3: Authentic Literacy

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

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

Summative Evaluation 2:

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

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Jessica Cadis	Teacher
Non-classroom Professional	Lindsay Garrison	Counselor
Administrator	Stephanie Covington	Principal
Administrator	Shanna Smith	Asst. Principal
Classroom Teacher	Lauren Stockon	Teacher
Classroom Teacher	Cathy Remigio	Teacher
Classroom Teacher	Kim McCluer	Teacher
Classroom Teacher	Catharine Clay	Teacher
Classroom Teacher	Jessica Hull	Teacher
Classroom Teacher	Elizabeth Allcon	Teacher
Paraprofessional	Nora Maloy	Paraprofessional
Parent	Darla Jackson	Parent
Parent	Joseph Frank	Parent
Business Representative	Peter Couser	Business Representative
District-level Professional	Denise Dugger	Asst. Superintendent
Community Representative	Scott Myser	Community Representative
Business Representative	Chelsea Alexander	Business Representative
Business Representative	George Mason	Business Representative