

Aledo Independent School District
District Improvement Plan
2018-2019 Formative Review with Notes



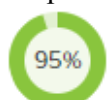
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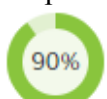
Goal 1: What We Teach: Guaranteed and Viable Curriculum








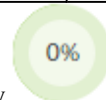

Performance Objective 1: Aledo ISD will intentionally design instruction for students through embedding four required district components in weekly lesson plan submissions, 100% of the time, by June 2019: TEKS-We Will, Daily Tasks Products-I Will, High Level Questions, Critical Writing/Academic Discussion

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	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.	December 	96% of classrooms had evidence of the We Will statements posted and visible to students at the end of the first semester.
			February 	97% of classrooms had evidence of the We Will statements posted and visible to students at the end of February.
			April 	98% of classrooms had evidence of the We Will statements posted and visible to students at the end of April.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	98% of classrooms had evidence of the We Will statements posted and visible to students at the end of May.

				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.	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.	December 	96% of classrooms had evidence of the I Will statements posted and visible to students at the end of the first semester.
			February 	97% of classrooms had evidence of the I Will statements posted and visible to students at the end of February.
			April 	98% of classrooms had evidence of the I Will statements posted and visible to students at the end of April.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	98% of classrooms had evidence of the I Will statements posted and visible to students at the end of May.



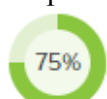

				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.	December 	Of the 500 lesson plan checks that have occurred 376 included high level questions, 75%.
			February 	Of the 464 lesson plan checks that have occurred 407 included high level questions, 88 %.
			April 	Of the 446 lesson plan checks that have occurred 398 included high level questions, 89%.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	May data: Of the 442 lesson plan checks that have occurred 373 included high level questions, 84%. Total for the year: Of the 1852 lesson plan checks that have occurred 1554 included high level questions, 84%









				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 4) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication.	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.	December 	Of the 500 lesson plan checks that have occurred 376 included critical writing/academic discussion, 75%.
			February 	Of the 464 lesson plan checks that have occurred 396 included critical writing/academic discussion, 85%
			April 	Of the 446 lesson plan checks that have occurred 396 included critical writing/academic discussion, 89%.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	May data: Of the 442 lesson plan checks that have occurred 375 included critical writing/academic discussion, 85%. Total for the year: of the 1852 lesson plan checks that have occurred 1543 included critical writing/academic discussion, 83%.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>				

Goal 2: How We Teach: Delivery of Instruction

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective




Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evidence, district-wide, 80% of the time, by June 2019.	December 	64% of classrooms utilized Thinking Maps with the frame of reference on a consistent basis.
			February 	72% of classrooms utilized Thinking Maps with the frame of reference on a consistent basis.
			April 	73% of classrooms utilized Thinking Maps with the frame of reference on a consistent basis.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	80% of classrooms utilized Thinking Maps with the frame of reference on a consistent basis.




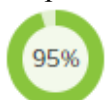
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	Campus Administration District Administration supervising: Special Education CTE ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, district-wide, 80% of the time, by June 2019.	December 	64% of classrooms had consistent evidence of Thinking Maps transferred to critical writing at the end of the first semester.
			February 	72% of classrooms had consistent evidence of Thinking Maps transferred to critical writing.
			April 	73% of classrooms had consistent evidence of Thinking Maps transferred to critical writing.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	80% of classrooms had consistent evidence of Thinking Maps transferred to critical writing.
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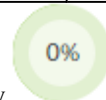

Goal 2: How We Teach: Delivery of Instruction

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.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Teachers will implement Framing the Lesson in daily instruction.	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.	December 	96% of classrooms had evidence of the We Will/I Will statements posted and visible to students at the end of the first semester.
			February 	97% of classrooms had evidence of the We Will/I Will statements posted and visible to students.
			April 	98% of classrooms had evidence of the We Will/I Will statements posted and visible to students.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	98% of classrooms had evidence of the We Will/I Will statements posted and visible to students.



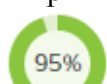





				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in daily instruction.	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.	December 	85% of classrooms had evidence of FSGPT when appropriate in the lesson cycle at the end of the first semester.
			February 	86% of classrooms had evidence of FSGPT when appropriate in the lesson cycle.
			April 	94% of classrooms had evidence of FSGPT when appropriate in the lesson cycle.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June	98% of classrooms had evidence of FSGPT when appropriate in the lesson cycle.

				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will implement Critical Writing in daily instruction.	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.	December 	74% of classrooms had evidence of daily critical writing in student journals and classroom artifacts at the end of the first semester.
			February 	81% of classrooms had evidence of daily critical writing in student journals and classroom artifacts.
			April 	81% of classrooms had evidence of daily critical writing in student journals and classroom artifacts.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	89% of classrooms had evidence of daily critical writing in student journals and classroom artifacts.
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Goal 3: Authentic Literacy

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

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) K-2 teachers will ensure that students are productively progressing through individual reading goals. Teachers will provide small group, guided reading instruction.	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.	December 	93% of K-2 teachers had evidence of a guided reading data binder (100%), listened to individual students read (83%), recorded a compliment to an individual student (93%), and offered a specific teaching point during the lesson (95%).
			February 	91% of K-2 teachers had evidence of a guided reading data binder (100%), listened to individual students read (94%), recorded a compliment to an individual student (88%), and offered a specific teaching point during the lesson (81%).
			April 	99% of K-2 teachers had evidence of a guided reading data binder (100%) listened to individual students read (95%), recorded a compliment to an individual student (100%), and offered a specific teaching point during the lesson (100%).
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	92% of K-2 teachers had evidence of a guided reading data binder (100%) listened to individual students read (83%), recorded a compliment to an individual student (83%), and offered a specific teaching point during the lesson (100%).
<div> = Accomplished  = Continue/Modify  = No Progress  = Discontinue</div>				

Goal 3: Authentic Literacy

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

Summative Evaluation 2: Significant progress made toward meeting Performance Objective



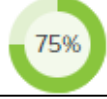



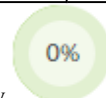

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress

<div>Critical Success Factors</div> <div>CSF 1 CSF 2 CSF 4 CSF 7</div> <div>1) K-10 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.</div>	<div>Campus Administration</div> <div>District Administration supervising:</div> <div>Special Education CTE</div> <div>ESL Instructional Rounds Team</div>	<div>100% of K-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.</div>	<div>December</div> <div><div></div><div>25%</div></div>	<div>Consistent evidence of WFBB basic structure has been observed in student journals and noted through the fall instructional rounds. Specific percentage of the number of teachers utilizing WFBB basic structure was not obtained. Students in grades K-10 have completed their district fall writing submissions. Once the district spring writing submissions have been completed and STAAR writing scores are obtained, student progress will be assessed. 26% of students demonstrated proficiency on their fall writing submission.</div>
			<div>February</div> <div><div></div><div>25%</div></div>	<div>Consistent evidence of WFBB basic structure has been observed in student journals and noted through the spring instructional rounds. Specific percentage of the number of teachers utilizing WFBB basic structure was not obtained.</div>
			<div>April</div> <div><div></div><div>55%</div></div>	<div>Consistent evidence of WFBB basic structure has been observed in student journals and noted through the fall and spring instructional rounds. Specific percentage of the number of teachers utilizing WFBB basic structure was not obtained. Students in grades K-10 have completed their district fall writing submissions. The district spring writing submissions have been completed and STAAR writing scores have been obtained. 56% of students demonstrated proficiency on their spring writing submission.</div>
			<div>Summative Evaluation</div>	
			<div>Month</div>	<div>Notes & Next Steps Recommendations</div>
			<div>June</div> <div><div></div></div>	<div>62% of K-10 students demonstrated progress in their writing proficiency from the fall to the spring.</div>
<div><div><div></div><div>100%</div></div><div>= Accomplished</div><div><div></div></div><div>= Continue/Modify</div><div><div></div><div>0%</div></div><div>= No Progress</div><div><div></div></div><div>= Discontinue</div></div>				

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: The Human Resources Department will redesign the evaluation tool for district paraprofessionals to ensure a uniform tool increasing efficiency and quality of evaluations.









Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 7 1) Form a review committee of stakeholders to review and assess multiple paraprofessional evaluation tools. Committee will then determine the final paraprofessional evaluation tool.	Committee members HR Director Deputy Superintendent	A uniform paraprofessional evaluation tool will be developed and implemented by August 2019.	December 	Multiple evaluation tools have been researched and four possible structures identified for committee review.
			February 	Representative committee of an administrative para, instructional para, secretary, PEIMS, and HR Director will begin meeting to review and design the evaluation tool.
			April 	Representative committee met in May 2019 to finalize the paraprofessional evaluation tool for 2019-2020 school year.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	A uniform paraprofessional evaluation tool was developed and will be implemented in August 2019.
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>				

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The Athletic Department will develop and implement a process that will support positive character traits and behavior in our athletes by addressing any behavior issues in their classrooms.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 4 CSF 6 1) Each Head Coach will require all athletes that earn less than a Satisfactory conduct grade to construct a behavioral reflection utilizing a thinking map with frame of reference. Students will then transfer information to a short constructive response outlining a plan of action on how the student may improve his/her behavior.	Head Coaches Athletic Director	Aledo Athletes will demonstrate excellent behavior and leadership daily in all classes. Students that earn less than a Satisfactory conduct grade on a six weeks report card will implement a written assignment each time to address how to improve classroom behavior.	December 	Conduct grades were checked for 716 male and female athletes for the fall semester, with 5 students identified as below satisfactory during the first semester. All 5 students completed the thinking map/writing requirement.
			February 	Conduct grades were checked for 716 male and female athletes, no students were below satisfactory.
			April 	Conduct grades were checked for 716 male and female athletes, 1 student was below satisfactory and this athlete completed the thinking map/writing requirement.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	After conduct grade checks were conducted each grading period, a total of 6 of the 716 male and female athletes completed a written assignment to address how to improve classroom behavior.
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>				

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: All Aledo ISD district and campus Emergency Operations Plans (EOP)* will reflect the Standard Response Protocol (SRP)* as outlined by the "I Love U Guys Foundation"* and all campuses will conduct drills as outlined in the Standard Response Protocol.

* EOP: District or campus safety plan, which includes procedures that provide for the safety of students and staff.

* SRP: A set of uniform procedures used in response to specific hazards or threats.

* "I Love U Guys Foundation": A non-profit organization that provides expertise, training, and resources regarding crisis response to public schools, colleges/universities, agencies, business, and other organizations.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress









Critical Success Factors CSF 6 1) Campus staff will update the campus EOP utilizing the SRP protocols. 2) All drills conducted in the spring will utlize the SRP protocols.	All Campus Staff Campus Administrators Director of Student Services & Safety AISD Police	Aledo ISD EOPs will utilize the SRP protocol by January 2019. Aledo ISD drills will utilize SRP protocols by May 2019.	December <div>100%</div>	All campus EOPs have been updated utilizing the "I Love U Guys Foundation" standard response protocol.
			February <div>100%</div>	31 drills were conducted in January and February across all campuses. 100% of these drills utilized the SRP protocols.
			April <div>100%</div>	26 drills were conducted in March and April across all campuses. 100% of these drills utilized the SRP protocols.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June <div>100%</div>	Aledo ISD EOPs and all drills utilized the SRP protocols.
<div><div><div>100%</div><div>= Accomplished</div></div><div><div>➔</div><div>= Continue/Modify</div></div><div><div>0%</div><div>= No Progress</div></div><div><div>✖</div><div>= Discontinue</div></div></div>				

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 4: The Communications Department will offer an internship program to high school students in grades 9 through 12 in the 2019-2020 school year.

Summative Evaluation 4: Met Performance Objective









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress

Critical Success Factors CSF 4 1) Communications Department will build an internship program framework and then market the program in the spring of 2019.	Secondary Principals Director of Communications Superintendent	Program framework and web page detailing the purpose, guidelines, expectations, and program goals will be completed by April 2019. Communication will then follow to students from April through August 2019. Students will be committed to program in August 2019.	December 	Developing the intern application, currently consulting with the athletic department. Plan to schedule student meeting this spring.
			February 	Developed guidelines for the intern application, currently consulting with the athletic department. Plan to schedule student meeting this spring.
			April 	Held meetings with Aledo High School Journalism teacher Emily Arnold to discuss meeting with her class and working in collaboration on the internship. We are scheduling a time in the final weeks to speak with her class about the internship with students. Held meeting with Mary Smith regarding structure of program, possible guest speakers during the school year, etc. Select students have already expressed interest in the program. Also making plans to talk with Mrs. Greenwood's high school class about the internship in May. Held discussion with Coach Wood and Sara Reed at McAnally regarding use of interns in the video production at Bearcat Stadium for football game.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Released internship communications to Aledo ISD families and will continue to share information during the summer. Students have already expressed interest and have committed to the program for the fall. Applications will be sent to students in June for processing and plans are for the first meeting in August. Will also build webpages with internship information on aledoisd.org during June-July.
			<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>	

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 5: The Technology Department will receive 100% positive feedback on closed help desk ticket surveys.









Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 4 CSF 6 1) Each technology help desk ticket requester will receive a short customer satisfaction survey after each ticket is closed.	Technology Help Desk Staff Director of Technology Chief Financial Officer	Completed technology help desk tickets will be addressed in a timely and effective manner 100% of the time by June 2019.	December 	Since September 1: Help desk tickets completed=1953, surveys completed 66, of those 66 surveys 64 were positive, 2 were negative. 96% of responses were positive.
			February 	Since September 1 through February 2019: Help desk tickets completed= 2738, surveys completed 80 , of those surveys 80 were positive, 2 were negative. 98% of responses were positive.
			April 	Since September 1 through April 2019: Help desk tickets completed= 3345, surveys completed 97 , of those surveys 96 were positive, 3 were negative. 97% of responses were positive.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	97% of the survey responses were positive.
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>				

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 6: The Maintenance Department will develop a preventive maintenance plan with annual timelines for district equipment and facilities.









Summative Evaluation 6: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 4 CSF 6 1) A preventative maintenance schedule will be developed and implemented for district equipment and facilities. 2) A building walk-thru inspection calendar will be developed and implemented.	Director of Maintenance Director of Construction and Facilities Chief Financial Officer	A preventative maintenance schedule for district facilities and equipment will be developed and implemented by February 2019. A building walk-through inspection calendar will be developed by February 2019.	December 	Data from existing preventative maintenance schedule has been compiled, research has begun on new software to better enhance the tracking system.
			February 	Building walk thru calendar has been created and is scheduled to begin on Feb. 25, 2019.
			April 	The Maintenance Department has researched and identified a software system to enhance the tracking of the preventative maintenance schedule and work orders. This new software will be funded beginning in summer 2019. Building walk thru calendar has been implemented in March and April by the second shift maintenance workers.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Software has been purchased, company is building the data base of all district equipment and this will be completed by August 2019. Once system is operational, all maintenance staff will receive training, and campus staff will receive work order process training. The building walk-through inspection calendar is in place and being monitored by the second shift of maintenance.
<div> = Accomplished  = Continue/Modify  = No Progress  = Discontinue</div>				

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 7: There will be increased, sustained, positive police interaction with students at each campus.





Summative Evaluation 7: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 6 1) AISD police officers are expected to have positive interactions with students on a daily basis including but not limited to; brief discussions, polite greetings and gestures, and the use of student name when possible. 2. Each officer will briefly describe their interactions/activities on a Google survey form each Monday for the previous week. The Chief of Police will conference with individual officers on a weekly basis.	Police Officers Police Chief Deputy Superintendent	Positive interaction between law enforcement and students will aid in life-long trust and respect for law enforcement. School district police officers will increase positive interactions with students and document interactions on a Google form that will be reviewed weekly with the Chief of Police through June 2019.	December 	Officers are actively engaging students in a positive manner on a daily basis. Examples include: changing a student's flat tire, passing out stickers, eating lunch with groups of students, greeting students by name.
			February 	Officers are actively engaging students in a positive manner on a daily basis. Examples include: allowing a student to hide a synthetic odor for K9 Detection, trading salutes/high five with a student, and reading to classes for World Read Aloud Day
			April 	Officers are actively engaging students in a positive manner on a daily basis. Examples include: child was given a coloring book and returned next day with a completed picture for the officer, officer assisted a student with proper folding of the American and Texas Flags.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	School police officers increased positive interactions with students during the 2018-2019 school year.
			<div> = Accomplished  = Continue/Modify  = No Progress  = Discontinue</div>	

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 8: The Child Nutrition Department will increase participation in school meals across the District through nutritional and other cafeteria promotions.

Summative Evaluation 8: Significant progress made toward meeting Performance Objective





Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 1 1) The Child Nutrition Department will conduct promotions for healthy eating and increase the participation percentage in school meals.	Child Nutrition Staff Child Nutrition Director Chief Financial Officer	The Child Nutrition Department will increase the participation percentage in school meals and meal equivalents by 5% from the beginning of the 2018-2019 school year to the end of the 2018-2019 school year.	December 	Student participation percentage in school meals has increased from 60% on Sept. 20, 2018 to 62% on Dec. 31, 2018. Campus information: AHS: 58%, 54% D9G: 71%, 74% AMS: 59% 58% McA: 50%, 67% CE: 66%, 66% SE: 60%, 64% McE: 58%, 59% WE: 71%, 79%
			February 	Student participation percentage in school meals has increased from 60% on Sept. 20, 2018 to 66% on Feb. 28, 2019. Campus information: AHS: 58%, 54%, 58% D9G: 71%, 74%, 75% AMS: 59% 58%, 59% McA: 50%, 67%, 73% CE: 66%, 66%, 72% SE: 60%, 64%, 67% McE: 58%, 59%, 63% VE: 57%, 61%, 65% WE: 71%, 79%, 81%
			April 	Student participation percentage in school meals has increased from 60% on Sept. 20, 2018 to 66% on April 30, 2019. Campus information: AHS: 58%, 54%, 58%, 57% D9G: 71%, 74%, 75%, 74% AMS: 59% 58%, 59%, 59% McA: 50%, 67%, 73%, 76% CE: 66%, 66%, 72%, 69% SE: 60%, 64%, 67%, 69% McE: 58%, 59%, 63%, 64% VE: 57%, 61%, 65%, 66% WE: 71%, 79%, 81%, 80%
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Student participation percentage in school meals has remained constant from 60% on Sept. 20, 2018 to 60% in May 2019. Campus information: AHS: 58%, 54%, 58%, 57%, 49% D9G: 71%, 74%, 75%, 74%, 75% AMS: 59%, 58%, 59%, 59%, 52% McA: 50%, 67%, 73%, 76%, 67% CE: 66%, 66%, 72%, 69%, 66% SE: 60%, 64%, 67%, 69%, 56% McE: 58%, 59%, 63%, 64%, 64% VE: 57%, 61%, 65%, 66%, 63% WE: 71%, 79%, 81%, 80%, 73%





Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.


Performance Objective 9: The Transportation Department will streamline and enhance communication methods with parents.


Summative Evaluation 9: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
Critical Success Factors CSF 6 1) Ensure currently utilized software systems (Versatrans, Blackboard, etc.) facilitate automated communication processes and methods with parents in a timely and efficient manner by January 2019. 2) Evaluate and compare current software systems with new transportation software systems (registration & GPS) in order to enhance communication methods with parents by June 2019 for the 2019-2020 school year.	Director of Transportation Assistant Director of Transportation Director of Technology Director of Communications Chief Financial Officer	Improved means by which the Transportation Department communicates with parents and parents communicate with the Transportation Department will be revised and communicated to parents by January 2019. Any changes to current transportation software systems will be finalized by June 2019 for the 2019-2020 school year.	December 	When multiple students or routes are impacted, currently available systems are used for notifications.
			February 	When multiple students or routes are impacted, currently available systems are used for notifications. CFO and Transportation Director have identified alternative systems to review.
			April 	When multiple students or routes are impacted, currently available systems are used for notifications. CFO, Transportation Director, and Dispatcher have identified alternative systems to review, completed this process, and determined that the current system will be updated with available and additional modules by June 2019.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	Versatrans system is being updated in all components, the June deadline was not doable. Versatrans staff, CFO, Transportation Director, and Dispatcher will continue to meet over the summer to update the current system and 2019-2020 routes, while the new system mapping is finalized and becomes operational.

 = Accomplished

 = Continue/Modify





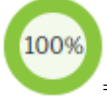



 = No Progress

 = Discontinue

Goal 4: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 10: The Business Office will expand the utilization of online features of the TxEIS system, such as requisition processing and the receipt of goods and services.

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews	
			Months	Evidence of Progress
1) Staff will be trained and will implement expanded features of the TxEIS system for requisition processing and receipt of goods and services.	Finance Department Accountant Business Manager Chief Financial Officer	District staff will receive training and will implement expanded features of the TxEIS system for requisition processing and receipt of goods and services by March 2019.	December 	All staff have been trained and are using the expanded features in the TxEIS system for requisition processing. TxEIS system has not yet been expanded to allow electronic receipt of goods and services.
			February 	All staff have been trained and are using the expanded features in the TxEIS system for requisition processing. TxEIS system has not yet been expanded to allow electronic receipt of goods and services.
			April 	All staff have been trained and are using the expanded features in the TxEIS system for requisition processing. TxEIS system has not yet been expanded to allow electronic receipt of goods and services. Region 11 staff have notified the district of a projected date of June 1, 2019 for electronic receipt of goods and services.
			Summative Evaluation	
			Month	Notes & Next Steps Recommendations
			June 	All staff are successfully using the expanded features in the TxEIS system for requisition processing. TxEIS/Region 11 has not made available the option for electronic receipt of goods and services at this time.
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue				