Aledo Independent School District

District Improvement Plan

2019-2020

Mission Statement

The mission of the Aledo Independent School District is to provide all students with an educational program developing intellectually, physically, and socially to be responsible citizens and contributing members of society. Inherent within this mission is the belief that all students can learn and that schools can make a difference in the lives of their students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

Table of Contents

Aledo Independent School District
Generated by Plan4Learning.com
                        3 of 47
                                            October 21, 2019 3:58 pm

Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo ISD is a Pre-K through grade 12 school district located in Parker and Tarrant Counties. There are ten campuses in the district consisting of five elementary campuses through grade 5; one intermediate campus, grade 6; one middle school, grades 7-8; one 9th grade campus, one high school, grades 10-12; and one alternative campus.

The district has three Title I campuses: Walsh Elementary, Coder Elementary, and McCall Elementary. Our total student enrollment for the 2018-2019 school year was 6,129. Our projected enrollment for 2019-2020 is 6,495.

The student population for the 2018-2019 school is ethnically represented as follows:

- African American – 1.35%
- Hispanic – 13.73%
- Caucasian – 78.95%
- Native American – .044%
- Asian – .067%
- Hawaiian/Pacific Islander 0.05%
- Two or more ethnicities – 3.80%.

For the 2018-2019 school year, 14.19% of the student population is Economically Disadvantaged, 2.72% is Limited English Proficient (LEP), 18.26% is At-Risk, 7.99% is Special Education, and 6.67% is Gifted and Talented. The district served 28 immigrant students during the school year. We served 33 homeless students, an increase of 13 students from the previous year. The district also served 13 students in foster care.

There were 9 students reported as drop outs in the 2017-2018 school year.

During the 2018-2019 school year the district had a total (full time and part time) of 693 staff members to include teachers, professional support, campus administration, and central office administration- compared to 567 in 2017-2018. The turnover rate for teachers was 15.8% in 2018-2019.

Aledo ISD is ranked 8th in the Region 11 enrollment trend. The projected five year growth is 25.7%. The district is ranked with other fast growing districts such as Denton ISD, Northwest ISD and Eagle-Mountain Saginaw ISD.

Demographics Strengths

Strengths:

- Community involvement and support
- Parental involvement
- Increased teaching staff to accommodate student enrollment rates
- Students are able to relate to content based on personal experiences provided outside of school

Needs:

- Continue planning for future district growth with regard to district facilities and staff
- Even though raises were approved for the 2019-2020 school year, the district will continue working on our competitive salary scale across all positions
- Current 6th & 7th grade student enrollment is the largest across all grade levels, thus the district will need to formulate a logistical plan of action for classroom space.
- Planning for graduation rate of at-risk students
    - Assess data from dropout rates for at-risk identification
    - Use data to improve graduation rate and decrease our at-risk population
    - Respond to individualized needs for at-risk students

Student Achievement

Student Achievement Summary

For the 2018-2019 school year, Aledo ISD, Coder Elementary, Stuard Elementary, McCall Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School received an accountability rating of "Met Standard" from TEA. MAP Assessments were administered three times a year in Math and Reading to Kindergarten through 9th grade students and 10th grade students who did not pass the STAAR. Common Assessments were administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Students were provided intensive interventions such as tutorials (before, during and after school, and summer school) and differentiated instruction; transportation was provided for students attending tutorials and summer school. Additional data sources include the following: DRA (K-2), Lexia (K-8), grade reports, teacher input, observations, RtI referrals, on-going skill assessments, Imagine Math (formerly Think Through Math), and Reflex Math.

<u>**AISD Ratings**</u>

| Entity | 2019 Rating | Overall | Student Achievement | School Progress | | Closing the Gaps |
				Academic Growth	Relative Performance	
Aledo ISD	**Met Standard**	**95**	**94**	**90**	**85**	**98**
Coder	**Met Standard**	**93**	**91**	**92**	**85**	**94**
Stuard	**Met Standard**	**95**	**93**	**89**	**76**	**98**
McCall	**Met Standard**	**94**	**92**	**91**	**80**	**98**
Vandagriff	**Met Standard**	**92**	**93**	**86**	**77**	**88**
Walsh	**Met Standard**	**87**	**91**	**82**	**78**	**79**
McAnally	**Met Standard**	**89**	**92**	**70**	**79**	**82**
AMS	**Met Standard**	**93**	**92**	**91**	**77**	**96**
D9GC	**Met Standard**	**95**	**93**	**91**	**80**	**100**
AHS	**Met Standard**	**91**	**94**	**81**	**79**	**85**

<u>**Distinctions**</u>

Coder Elementary	Academic Achievement in ELAR, Mathematics, and Science Comparative Academic Growth Post-Secondary Readiness Closing the Gaps
McCall	Academic Achievement in Science Comparative Academic Growth Post-Secondary Readiness
Stuard Elementary	Academic Achievement in Science
Walsh Elementary	Academic Achievement in ELAR and Science
AMS	Comparative Academic Growth
Daniel Ninth Grade Campus	Academic Achievement in Mathematics Comparative Academic Growth Closing the Gaps
Aledo High School	Academic Achievement in Science and Social Studies

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

- Class of 2019: 425 Graduates
  - Earned scholarship offers totaling $24,120,589
  - 7 National Merit Commended Scholars
  - 26 Advanced Placement Scholars
  - 1 National Merit Scholar
- 71% of students tested earned a score of 3, 4, or 5 on AP exams
- Average SAT score is 1164
- New courses added in 18-19– Advanced Floral Design, Aerospace Engineering (PLTW), Intro to Engineering (PLTW), Gateway to Engineering (PLTW @ AMS), Computer Maintenance, Dance, Outdoor Adventure, and Teen Leadership
- Partnered with Weatherford College to offer: Certified Nursing Aide (CNA) and Cosmetology (working toward an Applied Associates of Science Degree)
- Debate Team
  - Lincoln-Douglas Debate placed 3rd in District and advanced to Regionals.
  - Policy Debate Teams placed 1st and 3rd in District and advanced to the State Tournament.

- Informative Speaking placed 2nd
- Health Science
  - 18 students earned CNA with 100% passing rate
  - 18 students earned an EKG Tech Certification
  - 55 students earned a HIPAA Certification
  - 55 students earned a Bloodborne Pathogens Certification
  - 55 students earned a CPR / BLS Certification
  - 39 students earned a Community Emergency Response Team (CERT) Certification
  - 6 students competed at State HOSA competition in Clinical Nursing, Medical Reading, Medical Assisting, Community Emergency Response Team (CERT), and Nursing Assisting.
- FFA
  - $17,000 awarded to senior students from Ag Backers Alumni for college
  - Approximately $30,000 on sale of show animals during the school year
  - Milk Quality, Nursery Landscape, Wool Team, Ag Sales, and Vet Tech advanced to State
  - Horse Judging and Agri-Science Teams placed 1st in State and advanced to Nationals
- Robotics placed 2nd out of 160 teams in Inspire for North Texas Region
  - Team 6566 advanced to State and World competition
- Academic UIL
  - Academic Team placed 2nd overall in the District
  - AHS students placed 1st at Regionals in the following areas: Journalism and Social Studies
- 1 AMS student advanced to State in Texas History Day competition
- One Act Play advanced 2 rounds to Bi-District
- Art
  - Visual Art Scholastic Event had 7 students advance to State
  - Total amount of scholarships - $4,400

Student Achievement Strengths

Strengths:

- District and all campuses Met Standard on STAAR
- Student leadership opportunities
- AISD 100% Highly Qualified Staff
- 7 of 9 campuses achieved one or more STAAR Distinctions
- In every measure of progress in the state accountability system, the percentage of students meeting or exceeding expected progress increased.
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week.

- Growth was evident in all four district look-fors

Needs:

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and ESL students in all core areas
- Continue to provide professional development opportunities aimed at increasing student achievement
- Critical Writing across content area training
- Continue to focus on each student making one-year growth in Reading and Math
- K-2 Balanced Literacy Training for Staff

District Culture and Climate

District Culture and Climate Summary

Parent and teacher surveys have typically been conducted annually; the feedback was then reviewed and disseminated to each campus principal. The District averages for the parent survey responses were posted on the district website. The climate survey provided areas of strengths and needs that were then addressed in each campus comprehensive needs assessment.

During the 2018-2019 school-year the decision was made in late spring to not continue conducting the parent and teacher surveys with the same company due to:
-limited data
-limited to teachers only
-student survey options were not available

The district has chosen a new survey company, Panorama, to conduct three surveys during the 2019-2020 school year: a parent survey in November, an all staff survey in January, and a student survey in late spring.

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

Student safety remains of paramount importance to Aledo ISD and has been demonstrated by:

Every campus completed the following drills in 2018-2019

1. Evacuation (fire) Drill once per month (Sept. – May)
2. Evacuation (reverse) Drill once per semester
3. Lockdown Drill once per semester
4. Severe Weather Drill once per semester
5. Shelter in Place once per semester

Elementary campuses emphasize character development through:

- Capturing Kids' Hearts
  - *Vandagriff Elementary was recognized as a National Showcase School for Capturing Kids Hearts.*
- Character Plus
- Classroom lessons provided by the counselor

- Student Council
- WATCH D.O.G.S. (Dads of Great Students) which involves fathers and father figures to help create a safe and secure learning environment.

Secondary campuses emphasize character development via:

- McAnally, Aledo Middle School, and Daniel Ninth Grade Campus (DNGC) utilize Capturing Kids' Hearts.
- Aledo Middle School "Difference Maker" program recognizing students who make a positive impact on campus.
- DNGC- Rachel's Challenge, establishes a safe learning environment for students.
- Leading Ladies at DNGC and Aledo High School. McAnally Intermediate has adopted this program as Little Ladies.
- Also at the DNGC, the Top Cat Award is awarded to students who exemplify positive character traits.
- Aledo Middle School has a Teen Leadership course.
- Aledo High School has a Peer Assistance Program where high school students work with elementary students and with special education students at the high school.
- McAnally, Aledo Middle School, and the DNGC utilize WATCH D.O.G.S as well.

Safe and Drug-Free school activities, as approved by the district-wide School Health Advisory Committee (SHAC), are conducted annually at all campuses. Below is a partial listing of activities at varied campuses in the district.

- Digital Citizenship Week (District-wide)
- Red Ribbon Week Activities (District-wide)
- National Night Out (District-wide)
- Prescription Drug Awareness Program (Bring in prescription drugs that have expired.)
- Drug and Alcohol Program (High School)
- Too Good for Drugs (Middle School)
- Vaping Awareness (Middle School and High School)
- Suicide Prevention
- P.S. It's My Body/Always Changing
- Shattered Dreams Program
- Texas School Drug Survey
- CATCH Curriculum
- Project Celebration (Senior Class)
- Start with Hello (Sandy Hook Promise)

Community outreach activities include:

- Daddy Daughter Dance
- Donuts with Dad (Kindergarten)

- Muffins with Mom (Kindergarten)
- BooHoo Yahoo Breakfast (Kindergarten)
- Mother/Son Activities (Nerf wars, movies, rollerskating)
- Musical performances
- Grandparent's Day
- Theatrical performances
- Book Fair
- Student artwork / schoolwork displayed in various buildings throughout the district
- Counselor Coffee Talks
- Parenting University
- Connections Mentorship Program
- Herdwise (program with horses for kids with special needs or loss offered by the counselor)
- Evening with the Arts (district wide)
- STEAM Carnival
- Cowtown- Runner's Club
- PTO Food Drive
- College Fairs and community guest speakers
- Bearcat Nation 101
- Special Needs Expo for transition services for special education students
- Sipping with Susan (Superintendent/community meetings)
- SilverCats (Senior citizen/ student mentor program)
- Comfort Dog (help students social and emotional needs)
- High school student presence at elementary level

District Culture and Climate Strengths

Strengths:

- Safe and secure learning environment
- Student Council Leadership Programs across the district
- Community, parents, and staff have high expectations for student achievement in all areas
- Programs related to internet safety and bullying
- High level of parent and community involvement
- High level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Aledo PTO

- Expanded random drug testing to include tobacco usage (all UIL participants)

Needs:

- Encourage greater parent participation in the use of district provided online resources (parent portal, teacher website, online textbooks)
- Continue to implement greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students (e.g. hazardous materials spill, active shooter)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo ISD staff is 100% highly qualified. Of the teaching staff, 77% holds a Bachelor's Degree, 22.7% holds a Master's Degree, and 0.3% have attained a Doctorate based on the 2018-2019 PEIMS Staff Summary.

Listed below are the percentages of the teaching staff by years of experience:
Beginning – 2.2%
1 to 5 years – 20.7%
6 to 10 years – 22.8%
11 to 20 years – 34.5%
Over 20 years – 19.8%

The average years of teaching experience for Aledo ISD teachers was 12.9 years. Aledo ISD teachers have worked within the district for an average of 6.7 years. The professional and paraprofessional staff turnover rate for Aledo ISD for 2018-2019 was 16% with 28 staff members retiring or resigning. The turnover rate for teachers in the 2018-2019 school year was 15.8%. The turnover rate for our child nutrition staff was 46.5%.

District hiring procedures include: posting of positions on the district website, K-12 Job Spot, major and local Texas university job boards, and Indeed.com; an on-line application process including a profile survey, review of certification and Highly Qualified credentials; and campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the superintendent for approval. All campus and central office administration have received formal training in conducting interviews. Administrative positions follow the same procedures with the addition of a central office interview process.

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

To support recruitment and retention, Aledo ISD provides free daycare for ages four and up on district-wide professional learning days during the school year. In addition, teachers and other personnel have the opportunity to enroll in district operated daycare for children ages three and four.

Staff members are recognized annually for years of service (increments of five years) with the district. In addition, staff members from each campus are nominated by their peers and selected to participate in an award ceremony. The winners are chosen by outside committees to receive a monetary award through the Marva Collins Excellence in Teaching Program; this program is funded by various business partners. Each year an Aledo ISD teacher is selected as a Jack Harvey Fellowship Award recipient in association with Weatherford College. Beginning the 2019 -2020 school year the district began

The Circle of Greatness – Employee Recognition Program where anyone can nominate outstanding employees who are helping to "Grow Greatness" within AISD.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff and paraprofessionals - 100% highly qualified for the 16th consecutive year
- 245 teachers (which is 69%) have acquired ESL certification
- 77.1% of the teachers have 6 or more years of experience
- Solid support programs for new teachers
- A variety of staff development opportunities

Needs:

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2018-2019 school year, the following areas were identified as our district focus areas for the 2019-2020 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 2018-2019 school year, Aledo ISD earned an overall score of 95% and an "A" rating on STAAR accountability (increased from 92%)
- Overall student achievement on STAAR was 94% (STAAR Performance, College, Career, and Military Readiness, Graduation Rate)
- School Progress 90% (Academic Growth)
- Eighteen distinction designations were earned district wide. Seven campuses earned one or more distinction designations.
- The number of Career Technology Education course offerings and pathways has continued to increase in response to student interest.
- Content Instructional Specialists and Technology Specialists partner with teachers to improve the quality of instruction through assisting with instructional design, co-teaching and/or modeling lessons, and providing resources and trainings that are responsive to teacher needs. Each campus has an assigned Instructional Specialist to provide direct support to teachers. (7 additional Instructional Specialists were added.)
- District provided on-going communication with all staff through a weekly C&I Newsletter that spotlighted teacher implementation of the District Instructional focus, high yield instructional strategies, important information and upcoming professional learning opportunities.

- District provides monthly Just in Time Professional Learning opportunities based on identified teacher needs.
- Core Content Vertical Meetings occur each nine weeks to ensure instructional alignment and standards driven instruction across grade levels.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides the district with overall areas of reinforcement and refinement.
- District provided the opportunity for 120 staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send more staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The district established curriculum writing teams that developed district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- District hired more SPED teachers in order to move to a co-teach model.
- District added art, dance and computer applications as elective choices.

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 refine our district RTI process.
- Continue to add Instructional Specialists at the secondary level that are content specific to maximize the impact at each campus.
- Continue to add SPED teachers to support a highly effective co-teach model.
- Continue to add EL teachers as our EL population continues to grow.
- Continue to refine our GT program in order to meet the unique needs of our student population.
- 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.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and community involvement is a vital factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Advocats, BearCat Backers, "Connections" Mentoring Program, East Parker County Chamber of Commerce, Parent Connection/Volunteer Program, National Night Out, Runners' Club, Cowtown Marathon, Grandparents' Day, Watch D.O.G.S., Comfort Dogs, Kindergarten Roundup, Curriculum Nights/Open House, Parent Teacher Organization (PTO), Beach Club, Veteran's Day Program, AHS Career Fair, AHS College Fair, STEAM Carnival, Jumping Jamboree, Junior Achievement, Reading Day, Thanksgiving Trot, TOTS program, Heritage Day, Herdwise, Aledo Educational Foundation, field trips, individual Aledo Athletic Booster Clubs, Aledo Band Booster Club, District Wide Effectiveness Improvement Committee (DWEIC), Parenting University, Bearcat Academy, Leading Ladies, Little Ladies, Goodfellas, Young Men's Service League, Coffee with the Counselors & Principals, Silvercats and the Lions Club.

A variety of opportunities exists for parent/community involvement in decision making through the District Wide Effectiveness Improvement Committee (DWEIC), Campus Performance Improvement Committee (CPIC), Campus Leadership Teams, Student Health Advisory Committee (SHAC), Aledo ISD Technology Committee, and the Bearcat Growth Committee regarding bond elections.

The Aledo Education Foundation awarded approximately $221,585.52 in grants to district teachers representing nine campuses. These grants ranged from the incubators, a rock climbing wall, robotics, and STEAM materials. In addition to the teacher written grants awarded, the Aledo Education Foundation provided over $38,150.10 in disbursements to AISD for additional non-curricular programs.

Aledo ISD uses multiple formats to communicate district and campus information to parents: campus community night meetings, corresponding notes home via: students, mail, Parent Link (communication alerts through phone), postings on campus marquees, email, district website, campus newsletters, Bearcat Blast, Parent Portal (grades and attendance), Remind, Aledo ISD App, district and campus level social media accounts, and our local newspaper, The Community News.

An annual campus and district survey was not conducted in the 2018-19 school year. The district took time to research using an alternative company because the former provided limited data, was limited to teachers, not all staff members, and the students were unable to participate. The district has chosen a new survey company, Panorama in order to elicit responses from a larger population to include all employees, parents, and students grades 3-12. Three surveys will be conducted using this new provider, a parent survey in November, an all staff survey in January, and a student survey in late spring.

The district benefits from a close working relationship with community organizations such as Community Partners, AdvoCats, and the Center of Hope. Service projects, such as food and clothing drives, are conducted throughout the year at campuses to support these organizations as they actively serve the needs of families in our community. Another project includes classes in English for non-English speaking parents. Local churches have implemented the Snack Pack Program for students in Kindergarten through Grade 6 and provided mentorship opportunities. Multiple campuses have special projects that support the community through various fundraising events selected by their leadership.

Aledo ISD utilizes several dropout prevention strategies including; Circle of Friends, Garden Club, Horse Therapy (Herdwise), Guidance Lessons and Camp Hope. In addition, the district partners with the AdvoCats, Lions Club, Center of Hope, and local churches to further support at-risk students.

The following is a partial listing of the many community/service organizations that use district facilities: AAI Baseball & Softball, Aledo Runners Club, Back the Bearcats, Bearcat Bouncer Camp, Girl Scouts and Cub Scouts, Claymation Camp, Daddy-Daughter Dances, Mother-Son movie night, Robotics Camp, Ex-Students Association Banquet, Aledo Lions Club Youth Football & Basketball, Lions Club Charity Dinner, Aledo Youth Football and Cheer Association, Westside YMCA, Campfire USA, City of Annetta City Council, TAV Club Volleyball, Ride for Heroes, Aledo Advocats/Run-Walk-Crawl, TCA Football, Town Hall Meeting, Texas Girls' Choir, and Bearcat Bootcamp.

Parent and Community Engagement Strengths

Strengths:

• Parents actively involved in their child's education
• Parent participation in specialized committees
• Community business partners actively support the mission of the district
• Aledo ISD employees volunteer regularly with summer enrichment programs throughout the community
• Extra-curricular programs in which parents and employees work together to enhance student involvement

Needs:

• Improve parental involvement for our Hispanic and Economically Disadvantaged student groups
• Continue to solicit parent input and feedback on committees and surveys
• Continue outreach activities for the senior citizens in our community
• The parents need more information regarding ways for them to be more involved in district decision making

District Context and Organization

District Context and Organization Summary

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool. Aledo ISD received the state's highest financial integrity rating for the 16th consecutive year.

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th grade. AISD staff includes 54.2% teachers, 11% professional support, 6.5% educational aides, 3.3% campus administration, 1.5% central administrative staff, and 23.5% auxiliary staff.

Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus level. For the 2018-2019 school year, 207 new staff members (including 68 new teachers) were added to the Aledo ISD family.

Student-to-teacher ratio in Aledo ISD during the 2018-2019 school year was 17.3 students per teacher for all campuses.

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

During the 2018-2019 school year the decision was made in late spring to not continue conducting the parent and teacher surveys with the same company we had been using for numerous reasons: the parent survey had been used for many years and provided limited data, the teacher survey was only for teachers and we wanted to survey all staff members, and the current survey company did not offer a student survey tool. Beginning in the late spring the district conducted research on multiple survey companies. From this initial research there were four companies invited to make presentations to district level staff. From these presentations, the district has chosen a new survey company, Panorama. We will conduct three surveys this year using this new provider: a parent survey in November, an all staff survey in January, and a student survey in late spring. Through feedback gained from these surveys we hope to gather more comprehensive feedback on the district's areas of reinforcement and refinement.

District and campus information is disseminated through multiple sources such as the AISD website, Blackboard, Parent Link, the Aledo ISD smartphone application, the Bearcat Blast, and social media. The online Parent Portal system is available for parents to view grades, assignments and attendance. Some teachers use messaging applications such as Remind, Class Dojo, and Seesaw to communicate directly with students and parents at home. There has been an increase in the use of Google Classroom and an introduction to Canvas Learning Management as an educational platform across the district.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2018-2019 school year, 71 students participated in the program. Feedback forms from all participants indicate program success for individual students with this program.

The district maintains a BearCat Backers program, with approximately 22 members, establishing relationships between local businesses, the school district, and the campuses. The program enhances communication and cooperation with a common goal for student success. Area business leaders and universities

participate in a College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in a Career Fair and College Fair at Aledo High School. The decision was made at the end of the year to create a "Bearcat Backer" program through Aledo Education Foundation to connect businesses to the district in new and improved ways.

District Context and Organization Strengths

Strengths:

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- FIRST Superior financial rating for 16 consecutive years with a district score of 100%.
- Aledo ISD Induction Year Teacher Support Program
- Aledo Learning Center serves students who are at risk of dropping out –33students graduated from ALC in 2018-2019
- Aledo ISD earned an "A" rating from Texas Education Agency in 2018-2019

Needs:

- Continue efforts to reduce class size waivers and class sizes across all grade levels and content areas, specifically secondary.
- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning
- Continue opportunities for staff members to influence change across the district with increased communication.

Technology

Technology Summary

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

Technology Strengths

Strengths:

- Our district currently has two learning management systems available for teachers and students – Google Classroom and Canvas.
- Students and staff have the ability to use Class Link-Launchpad (single sign on) that streamlines access to multiple programs used across the district. In order to be easily accessible for younger students or students with specific needs, sign-on can be obtained through this system via traditional means or via a QR code.
- As of summer of 2019, all professional staff members are required to complete a 3 hour technology training designed to create meaningful opportunities for integration in the classroom.
- Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- The C & I department has implemented Future Ready Aledo, which focuses on leveraging technology to support the 4 C's, Creativity, Collaboration, Communication, and Critical Thinking.
- New wireless access points district-wide provide excellent coverage for portable devices
- Upgraded internet connection from I Gbps to 10 Gbps to stay ahead of increasing bandwidth requirements
- 70-inch interactive Promethean boards in every classroom
- At least five iPads (K-2nd) or Dell Chromebooks (3rd-12th) in every classroom
- Every student received Digital Citizenship instruction, AISD Common Sense District 2019-2020
- Instructional Technology offers ongoing training in efficient and effective uses for technology throughout the school year in a variety of methods at the campus and district level. For example, Just in Time sessions, Lunch and Learns, before and after school training opportunities.
- Strong supportive technology department at the district level
- Access to technology
- Continued use of Google Apps for Education by staff and students

Needs:

- More new teacher training for available technology/programs

- On-going yearly technology training for all staff including relevant content examples and modeling with feedback and follow-up
- More Instructional Technology staff to support at the campus level
- More frequent technology refreshment cycle

Priority Problem Statements

Problem Statement 1: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content 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
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Source(s) 1: Data from Daily Impact Walks

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference and Thinking Maps taken to critical writing for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	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 and Thinking Maps taken to critical writing. Data from daily impact walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2020.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 1: 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 2020.

    Evaluation Data Source(s) 2: Daily Impact Walks

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will implement Framing the Lesson in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2020.				
2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2020.				
3) Teachers will implement Critical Writing in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, Aledo ISD will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

    Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will: Indicator #1: * identify essential learning standards for each unit and clarify criteria for student mastery	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, Aledo ISD will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: 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.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	83% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, Aledo ISD will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Dec	**Feb**	**Apr**	**June**
1) Collaborative Teams: Indicator#1: * have established a SMART goal and assess progress toward reaching the goal.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	86% of Collaborative Teams district wide will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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

Performance Objective 1: To ensure student and staff safety, all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2020.

    Evaluation Data Source(s) 1: 100% of checked unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2020.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Campus police officers and security personnel will check 10% of each door type at each campus district wide every week and maintain documentation.		Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff	100% of checked unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2020.				

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

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

Performance Objective 2: The Athletic Department will promote 100% course passing rate for all athletes, at the end of each nine weeks reporting period, during their competitive season, by monitoring individual student grades by June 2020.

Evaluation Data Source(s) 2: 100% of student athletes pass all courses at the end of each nine weeks reporting period during their competitive season by June 2020.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Each Head Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.	2.4, 2.5, 2.6	Athletic Director Head Coach/Assistant Coaches	100% of student athletes will pass all courses at the end of each nine weeks reporting period during their competitive season by June 2020.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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

Performance Objective 3: The Communications Department will inform all stakeholders in a timely manner with consistent messaging of the 2019 Aledo ISD Bond Proposal before and after the November election.

Evaluation Data Source(s) 3: The 2019 Aledo ISD Bond Proposal Communication Plan will document all bond communication through June 2020.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Dec	**Feb**	**Apr**	**June**
1) The detailed communication bond plan will provide timelines and content of messaging to be released throughout the 2019-2020 school year.		Director of Communication Superintendent	The 2019 Aledo ISD Bond Proposal Communication Plan will consistently inform and educate all stakeholders in a timely manner by June 2020. Measures will include: *meeting attendance *social media/website analytics *newsletter/email analytics *voting data				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Aledo Independent School District
Generated by Plan4Learning.com

October 21, 2019 3:58 pm

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

Performance Objective 4: The Technology Department will receive 100% positive feedback on closed help desk ticket surveys.

Evaluation Data Source(s) 4: 100% of closed help desk tickets with survey results will receive a positive evaluation by those served by June 2020.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
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 2020.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

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

Performance Objective 5: The Human Resources Department will increase communication with all staff by creating a HR newsletter to be disseminated in the fall of 2019 and the spring of 2020. The HR website will be enhanced with video training snippets to provide real time support to staff on HR related services by June 2020. A HR Facebook page will be created as a recruitment tool by June 2020.

> **Evaluation Data Source(s) 5:** Two HR newsletters will be disseminated, one in the fall and one in the spring. The HR website will be further developed and the HR Facebook page will be created and active by June 2020.

> **Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) A HR newsletter will be developed and disseminated in the fall and the spring to all staff in order to effectively communicate new initiatives, HR process/procedure updates, and important events and timelines.		Deputy Superintendent Executive Director of HR HR Specialist HR Coordinator	1) Communicate in an effective manner with all staff through two semester newsletters that share critical information by December 2019 and June 2020.				
2) The HR website will be modified to include video training snippets to provide real time support to staff on HR processes/procedures.			2) The HR website will provide a resource of information to staff on HR processes and procedures by June 2020.				
3) A HR Facebook page will be created and sustained, including video information and district highlights, to share information publicly.			3) The HR Facebook page will highlight Aledo ISD employment opportunities and become a recruiting tool by April 2020.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

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

Performance Objective 6: Across all AP exams given in grades 9 through 12, Aledo ISD average score per standard will meet or exceed the global averages by July 2020.

Evaluation Data Source(s) 6: All Aledo ISD AP exam scores, as reported in the Instructional Planning Report, will meet or exceed the global averages. The Instructional Planning Report data will be reported to the Board of Trustees as soon as it is received in late summer.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Review the Instructional Planning Report data to identify the standards, and develop instructional strategies to increase student performance. 2) AP teachers will meet quarterly to discuss the implementation of high yield instructional strategies being implemented to increase student performance. 3) Implement high yield instructional strategies of Thinking Maps, Framing the Lesson, Frequent Small Group Purposeful Talk, and Critical Writing, focused on the identified standards, to increase student performance.	2.4, 2.5, 2.6	Executive Director of Student Services HS Instructional Specialists Campus Administration AP Teachers	1) Review multiple years of data to establish a baseline for comparison to July 2020 data. 2) Quarterly meetings will document AP teachers' implementation of high yield instructional strategies being implemented to increase student performance. 3) District Look For data; Thinking Maps, Framing the Lesson, Frequent Small Group Purposeful Talk, and Critical Writing, will be reviewed quarterly for all staff teaching AP courses.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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

Performance Objective 7: The Transportation Department will have a student wait time at each campus of no more than twenty minutes. The ride time for each student will be no more than forty-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2019-2020 school year.

Evaluation Data Source(s) 7: List of student wait time by route and campus and list of student ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2019-2020 school year.

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus. 2) Transportation monitoring personnel and Chief Financial Officer will meet on a weekly basis to review data and make necessary adjustments to meet the established standard. 3) Weekly Transportation Department meetings will include a detailed review of issues including; *a bus being late three or more days for drop off or pick up *students not arriving in time to eat breakfast *any student's ride time exceeding 45 minutes *any student's wait time on campus exceeding 20 minutes 4) Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards.		Chief Financial Officer Transportation Director Assistant Transportation Director Dispatcher/Route Coordinator Campus Administrators	Student wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✖ = Discontinue			

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

Performance Objective 8: The Child Nutrition Department will pilot an elementary level salad bar at Coder Elementary to increase average student vegetable consumption from October 2019 through April 2020. Salad bars will then be introduced at the remaining elementary campuses during the spring 2020 semester, increasing student vegetable consumption at the elementary level by April 2020.

Evaluation Data Source(s) 8: Daily production records from October 2019 through April 2020 will document an increase in student vegetable consumption with the addition of salad bars at each elementary.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Appropriate equipment will be purchased by the Child Nutrition Department. 2) Training of the elementary Child Nutrition staff will occur including production record methodology, food safety issues, and ordering . 3) Students will be trained on the proper usage, etiquette, and procedures associated with accessing the salad bar.	2.6	Child Nutrition Director Child Nutrition Managers Principals	Daily production records from October 2019 through April 2020 will reflect an increase in student vegetable consumption at all elementary campuses throughout the spring semester as salad bars are put into production.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

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

Performance Objective 9: The Maintenance Department will implement a computerized maintenance work order system, SchoolDude, to improve the daily management of all district facilities; reducing response time, emergency downtime, and maintenance costs and be fully operational by June 2020.

> **Evaluation Data Source(s) 9:** Monthly SchoolDude reports will be generated for Key Performance Indicators (KPI's), beginning in December of 2019, which will demonstrate the labor hours, ticket costs, and project costs at both the district and individual campus levels, through June 2020.
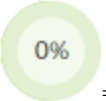
> **Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Create an aging report which inventories all open work orders and the timeline from request to completion. 2) A data collection company will be on site to collect data on all district equipment for maintenance work order system input (SchoolDude). 3) SchoolDude and the maintenance department will create a preventive maintenance work order for all major equipment in the district. 4) Designated staff will be trained in the new work order system. 5) All work orders will be transferred from the current system to SchoolDude no later than December 16, 2019. 6) Weekly maintenance department meeting will occur to review all work orders. Monthly meeting with the Director of Maintenance, Director of Construction and Facilities, and Chief Financial Officer will occur to review Key Performance Indicators; average labor hours and costs, timelines, and costs for campus and district projects.		Chief Financial Officer Director of Maintenance Director of Construction and Facilities Maintenance Secretary	1) Create a baseline of work order history timelines by September 20, 2019. 2) Between September 30, 2019 and November 1, 2019 the data collection company will create and enter into the SchoolDude system a district-wide equipment list. 3) Between November 1, 2019 and November 15, 2019 all preventive maintenance work orders will be created in the SchoolDude program. 4) Between November 15, 2019 and December 6, 2019 designated staff will receive training. 5) The current work order system will no longer be operational after December 6, 2019. 6) To improve the daily management of all district facilities, reducing response time, emergency downtime, and maintenance costs by June 2020.				

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

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

Performance Objective 10: The Business Office will initiate electronic purchasing processes for identified high volume vendors in order to reduce credit card fraud and required steps for completing purchases. Piloting at the campus/department level will occur from September through December 2019. In January 2020, this will be extended to individual staff members and implemented through June 2020.

    Evaluation Data Source(s) 10: By June 2020, 100% of identified high volume vendor purchases will utilize the electronic purchasing processes.

    Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Dec	**Feb**	**Apr**	**June**
1) Business office will identify high volume vendors. 2) Business office staff will receive specific training from each identified vendor in order to train designated campus/department staff on new electronic purchasing procedures. 3) Beginning in January 2020, electronic purchasing processes with district identified high volume vendors will be extended to individual campus staff members. Online training sessions will be provided by the business office/vendor to staff as appropriate.		Chief Financial Officer Business Manager Accountant	Vendors will be identified by the business office throughout the course of the 2019-2020 school year and specific vendor training will occur at that time and electronic purchasing processes implemented by staff as appropriate.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

District Wide Effectiveness Improvement Committee - DWEIC

Committee Role	Name	Position
Classroom Teacher	Amber Wheeler	AHS Teacher
Classroom Teacher	Cathy Williams	AHS Teacher
Classroom Teacher	Jamie Rinehart	AHS Teacher
Classroom Teacher	Lindsey Coomer	ALC Teacher
Classroom Teacher	Rachael Black	D9GC Teacher
Classroom Teacher	Kim Cox	D9GC Teacher
Classroom Teacher	Amanda Sudderth	AMS Teacher
Classroom Teacher	Paula Boldt	AMS Teacher
Classroom Teacher	Robert Summerhill	McAnally Teacher
Classroom Teacher	Sara Reed	McAnally Teacher
Classroom Teacher	Mandy Lindsay	Vandagriff Teacher
Classroom Teacher	Mindy Keating	Vandagriff Teacher
Classroom Teacher	Ashley Davis	Coder Teacher
Classroom Teacher	Cynthia Turner	Coder Teacher
Classroom Teacher	Rebekah Getz	Stuard Teacher
Classroom Teacher	Maggie Lozano	Stuard Teacher
Classroom Teacher	Sarah Cravens	McCall Teacher
Classroom Teacher	Carol Rodgers	McCall Teacher
Classroom Teacher	Kelly Price	Walsh Teacher
Classroom Teacher	Brooke Green	Walsh Teacher
Administrator	Lynn McKinney	Deputy Superintendent
Non-classroom Professional	Ron Shelton	Stuard Principal

Committee Role	Name	Position
Non-classroom Professional	Mandy Musselwhite	AMS Principal
Parent	Codye Weaver	Parent
Parent	Chrystal Bissett	Parent
Parent	Katherine Maurice	Parent
Business Representative	Dani Doak	Business Representative
Business Representative	Janet Coble	Business Representative
Community Representative	Mindy Flowers	Community Representative
Community Representative	Shawn Callaway	Community Representative
Administrator	Amber Crissey	Assistant Superintendent of Curriculum and Instruction

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

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

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

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

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

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

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

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

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

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