



## **2017 – 2018 CAMPUS IMPROVEMENT PLAN**

**ALEDO HIGH SCHOOL**  
**1000 Bailey Ranch Road**  
**Aledo, TX 76008**

Dan Peterson Principal  
Carolyn Ansley Assistant Principal  
Tessa Maurer Assistant Principal  
David Stubbs Assistant Principal

**THE ALEDO HIGH SCHOOL 2017–2018 CAMPUS IMPROVEMENT PLAN COMMITTEE MEMBERS ARE:**

<b>Dan Peterson - Principal (Chair)</b> _____	<b>Gloria Andrews – Teacher</b> _____
<b>Carolyn Ansley- Assistant Principal</b> _____	<b>Gena Berry– DWEIC</b> _____
<b>Kelly Bush-Parent</b> _____	<b>Regina Carlson-Teacher</b> _____
<b>Lucy Bobalik – Parent</b> _____	<b>Tricia Hackfeld– DWEIC</b> _____
<b>Carol Steer – Community Member</b> _____	<b>Kris Grgurich – DWEIC</b> _____
<b>Brett Parker-Community Member</b> _____	<b>Karey Moore-Teacher</b> _____
<b>Brittany Villegas– Business Member</b> _____	<b>Bryan Johnson-Teacher</b> _____
<b>Brenda Cheatham – Business Member</b> _____	<b>Lynn McKinney Admin Bldg.</b> _____

Faculty members were selected by nomination and elected by Aledo High School faculty. Parent, Community, and Business representatives were selected by the principal.

The committee met, reviewed, and reached consensus on revisions and additions to Campus Plan on October 4, 2017.

**Aledo ISD/Aledo High School Goals:**

- 1. Learning**
- 2. Safety**
- 3. Parents/Community**
- 4. Human Resources**
- 5. Financial/Facilities**
- 6. Continuous Improvement**

*MOTTO:*

ASPIRE TO EXCELLENCE

*MISSION STATEMENT:*

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

**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**Demographics**

**Narrative: Aledo High School student population continues to evolve as we grow. Our total student population is 1273 for this school year.**

- **White-1044** **82%**
- **Hispanic-152** **12%**
- **American Indian-7** **< 1%**
- **African American-26** **2%**
- **Asian-11** **< 1%**
- **Multi-Racial- 32** **3%**
- **Economically Disadvantaged-135** **10%**
- **Completion Rate-377 (2016 Grads)** **97.2%**
- **Dropouts-2** **< 1%**
- **Discipline referrals- 293** **(Last year 417, the year before 358)**

**Strengths:**

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

**Needs:**

**Continue to target sub populations (Hispanic, African American, Special Education and Eco-Disadvantaged) related to assessment system and student needs. Continue staff development to assist in the EOC stability and growth. Aledo High School is not a Title I school wide or Targeted Assistance Campus. The last column, “Title SC”, is included on each page of the plan to denote the ESSA categories for other Title funds (II, III)**

**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**School Context & Organization**

**Narrative:**

**Department chairs will continue their role this year in the planning and staff development with the End of Course (EOC) assessment. We must continue to adjust our instructional focus on the EOC assessments based on campus performance and student needs. Monitor the assimilation of the 16 new teachers to AHS and 3 new staff members.**

**Strengths:**

**Staff communication and collaboration are campus strengths based on staff survey results.**

**Teacher Handbook provides policies, procedures and other key information for the staff.**

**Parents and staff are surveyed at the end of each year to gather data for campus improvement.**

**Parent Link system is used to keep our parents informed about important campus activities.**

**Faculty meetings are conducted as needed.**

**Special Education meetings are conducted once every nine weeks.**

**Common conference period for English II teachers this year will assist in planning and communication within their department.**

**Needs:**

**Monitor transition of the new staff and specifically those that teach an EOC testing area**

**Monitor progress in all core areas to regain distinctions.**

**New teacher meeting every month to keep dialog open with the 16 new staff members added this year.**

**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**Student Achievement**

**Narrative:**

**AHS staff and students worked tirelessly to attain the gains on EOC assessments last year. The campus received a “Met Standard” rating for the 2016-2017 year. Data was disaggregated in September and targeted areas were discussed for the 2017-2018 year in August during professional development trainings. AHS received zero of the seven distinctions last year.**

**AHS will continue to work towards improving student achievement through staff development and program changes as needed after reviewing benchmark data and six week assessments during the year. We will also work on improving student attendance, preparing our students for life after graduation, and building stronger connections with students. Monitor and adjust instruction in our reading curriculum to improve our scores in Special Ed to avoid system safeguard again.**

**Strengths:**

**In the four indexes on the performance report issued from the state AHS exceeded all target scores:**

**Student Achievement 89 with the target of 60, Student Progress 27 with a target of 17, Closing Performance Gaps 45 with the target of 30, and Postsecondary Readiness 83 with a target of 60**

**Content Mastery room is open to all students on campus for additional support.**

**Bridge and Credit Recovery courses are offered to help struggling students.**

**Needs:**

**Improve Economically Disadvantaged students’ scores in Reading, and All Subject categories on the EOC tests**

**Improve Hispanic subpopulation scores in Reading, and All Subjects on the EOC tests**

**Improve African American subpopulation scores in Reading, and ELA II on the EOC tests**

**Improve Special Education scores on Reading, Social Studies, and All Subjects on the EOC tests**

**Improve Reading scores on White sub group on the Reading EOC test**

**Continue to target student progress in EOC assessments by sub groups and to ensure we don’t have a system safeguard again.**

**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**Curriculum, Instruction & Assessment**

**Narrative:**

**With the EOC/STAAR assessment in the fourth year, we have to continue to focus on expanding our approach to meet our goals with EOC testing. We will utilize the Eduphoria program to allow teachers to quickly access their student's benchmark data and other critical information. We will continue to use our RtI team to identify and support our struggling students.**

**Strengths:**

**Continuous monitoring of the EOC changes in assessment.**

**Utilize and adjust as necessary the district curriculum guides and scope to mirror EOC.**

**The development of common assessments and the utilization of their results by the teachers and administrators will enable us to monitor our student mastery of core subject areas.**

**Needs:**

**Provide ongoing professional development due to the EOC assessments and maintain Index 2 progress in ELA**

**Continue to push the academic rigor of classes to prepare for post-secondary institutions or other post-secondary opportunities**



**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**School Culture & Climate**

**Narrative:**

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

**Strengths:**

**Excellence is the expectation for all students**

**Great traditions which provide a positive culture and school climate**

**Caring and knowledgeable staff**

**Helpful community that provides support through PTO, AdvoCats, and Center of Hope**

**Needs:**

**Be aware of recognition that is due to all groups during the year**

**Concerns due to the EOC and changes to the state assessment system**

**Continue training on procedures in the event of a safety or security incident on campus**

**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**Technology**

**Narrative:**

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

**Strengths:**

**Wonderful librarian that helps our staff with their technology needs**

**Campus open to new ideas or methodology**

**Several teachers that are constantly striving to improve the technology usage in their rooms**

**Distance Learning lab that enables our students to take Dual Credit courses through Weatherford College**

**Needs:**

**Possible addition of more staff to meet the needs of the increased technology**

**Increase the wireless points in the building to help with weak or dead spots**

**Technology staff development offerings geared toward individual teacher needs**

**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**Family & Community Involvement**

**Narrative:**

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

**Strengths:**

**Parent Portal for grading status and attendance of students has been very helpful**

**Supportive community members and businesses**

**Active student involvement in the community through service projects**

**Aledo Scholars program that recognizes our Distinguished and Recommended plan graduates**

**Educational Foundation to support teacher needs for instructional materials with innovative practices**

**Parent Link system to call, text, and email important information to our parents**

**Naviance program that will improve our communication with students and parents about postsecondary opportunities**

**Needs:**

**Update district and campus web pages more frequently**

**Provide parents with information to assist them in working with their child during the instructional year**

**Athletic calendar with all sports sub-varsity through varsity in one location on website**

**Aledo High School  
Comprehensive Needs Assessment  
2017-2018 School Year**

**Staff Quality, Recruitment & Retention**

**Narrative:**

**Aledo High School staff is a group of veteran teachers with some newer staff members that are committed to student excellence. Staff training to continue the successful transition to the STAAR assessment in the second year is vital to our campus. The addition of 16 new teachers and 3 new staff members, their needs will be monitored during their first year on campus.**

**Strengths:**

**100% highly qualified staff**

**Experienced staff**

**New teacher mentor program for new staff with less than five years' experience**

**Needs:**

**Continue to provide staff development for technology implementation in the classroom**

**Continue to recruit highly qualified candidates for the hiring pool**

**Monitor and support the new AHS staff to make sure they feel connected with our campus**

## **Comprehensive Needs Data Sources**

**The following data sources were used to complete the comprehensive needs assessment analysis:**

- **Texas Accountability Summary**
- **Attendance records**
- **Common Assessment results**
- **Campus and Department meeting agendas**
- **Completion rate**
- **Discipline records**
- **District Strategic Plan**
- **Federal and State budget planning information**
- **Non-Mastery reports**
- **PBMAS data**
- **Previous year's campus plans**
- **Staff development surveys and evaluations**
- **Student, Staff and Parent surveys**
- **TAPR data**
- **TELPAS results**
- **STAAR EOC data**
- **Federal Report card**