

Aledo High School
Daniel Ninth Grade Campus

**Comprehensive Needs Assessment & Campus Strategic Plan
2017-2018**

The start of something great.

Our Mission

The Daniel Ninth Grade Family will foster a smooth transition to Aledo High School by providing students with the academic foundation necessary to empower innovation, collaboration and problem-solving.

Our Vision

Our vision is for the students of Daniel Ninth Grade Campus to become leaders who value personal growth and moral integrity, and who desire to serve others and make positive contributions to society.

Our Motto:

The start of something great!

We believe that our campus will provide the start of something great for our students – the start of a great high school journey and a great future.

Aledo High School
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2017-2018**

Demographics Narrative

Don R. Daniel Ninth Grade Campus is the only campus serving ninth grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 465 students with 48% female and 52% male. The ethnic breakdown is as follows: African American 1.7%; Caucasian 82.9%; Hispanic 11.3%; Other 4.1%. Ten percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 4.8%, and we currently have four students receiving ESL services. The campus has 20 full-time instructional professional staff members and shares an additional 10 instructional professional staff members with AHS and/or AMS. We also have access to the AHS instructional professional staff for students to take CTE and Fine Arts electives.

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth grade students during their very pivotal, first year of high school. We are dedicated to facilitating a smooth transition to high school by providing a small learning community that addresses the individual needs of our students; including academic, behavioral, social, and emotional. We have adopted the Capturing Kids' Hearts Process to make sure we are equipped with the skills necessary to reach all students. Our state of the art facility has new, innovative technology that is being integrated into instruction in all classrooms.

The CNA and Campus Plan was developed over a series of three workshops (8/18/2017, 9/26/2017, 10/2/2017). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Climate Survey Results, Attendance Reports, AP Planning Report, PSAT Participation Data. The previous year's assessment was used as a jumping off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall Campus plan was finalized by the committee on October 2, 2017 and shared with the entire faculty for review and discussion.

The Plan will be monitored, reviewed and revised at Campus Improvement Committee meetings in December, March, and May.

**Note: Don R. Daniel Ninth Grade Campus is not a Title I school-wide targeted assisted campus. The last column, "Title I SC", is included on each page of the plan to denote the ESSA Categories for other Title Funds (II, III).*

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School Context and Organization

Daniel Ninth Grade Campus opened in the fall of 2010 and is the only freshman campus in Aledo ISD. In addition to receiving state and local funds, the school also receives Federal Funds such as Title II A, IDEA B formula funds and Compensatory Educational Funds.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents and community members to make operational and organizational decisions. We also have a Leadership Council that evaluates our effectiveness and facilitates necessary changes for campus improvement.

Teachers also play an active role in decision-making at Daniel Ninth Grade Campus as administration meets regularly with small groups, departments, individuals, and the faculty as a whole. They are given a voice as they play a vital role in curriculum writing, and program selection and implementation.

Strengths:

- Teachers are given a voice
- Provide Progressive Independence to students; focusing on the “whole student” and the “bigger mission”
- Academic departments (with common planning periods) create an atmosphere of cooperation and collegiality among teachers who teach the same content
- Faculty and staff maintain high standards for behavior and academic achievement while building relationships
- Variety of options for students (course offerings, extracurricular activities)
- Innovative, collaborative school environment: STEAM Studio, Collaborative Workstations, PBL focus

Needs:

- Additional staff to provide smaller class sizes specifically in Math & Social Studies
- Integration of all new instructional technology (with specific training per content area)
- Increased communication from school to home

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Student Achievement

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. The campus received the maximum “Met Standard” accountability rating from the state for our 2016-2017 STAAR End-of-Course Exams. The Campus earned Academic Distinctions in the following areas: Academic Achievement in Mathematics, Academic Achievement in Reading/ELA, Academic Achievement in Science, Top 25% Student Progress, and Postsecondary Readiness. Faculty, staff, parents and students value and maintain high standards for achievement. Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied on-going assessments, and differentiated instruction. The Response to Intervention team identifies struggling students and develops intervention plans for them to address their individual needs. Teachers work to build relationships with their students so they know their strengths and needs.

Data included in identifying needs are state assessment data including student group disaggregation, grade reports, teacher input, discipline data, RtI referrals, Pre-AP course enrollment data, attendance rates, retention rates, and teacher input.

Strengths:

- Over-all student progress in all areas – Above 90% Passing rate on all EOC exams
- High Percentage of student participating PAP/AP courses and the PSAT 8/9 exam
- Highly Qualified staff that is implementing Marzano’s High Yield Instructional Strategies, PBLs, Thinking Maps & *The Fundamental 5* strategies
- RtI Team that meets regularly to create, monitor, and update student intervention plans
- Student support services include small group tutorials, pull-out workshops, Credit Recovery, Content Mastery support, tutoring center, enrichment workshops, and I-30 tutorials
- 2016-2017 Attendance Rate

Needs:

- Continue training to assist teachers in raising the level of rigor for instruction and assessment
- Improvements to our remediation for students within subgroups to reduce the achievement gap
- Continue to increase the attendance rate
- Increased intervention opportunities to address the Special Education Reading STAAR Scores
- Teacher training for the implementation of MAP Assessment & Instructional Resources

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Curriculum and Instruction

The faculty of Daniel Ninth, with the guidance and assistance of district leadership, continues to modify the curriculum and instruction in light of the STAAR assessments and changing TEKS. Teachers are receiving district and campus professional development to better align instruction with assessment. The principal facilitates mini-professional development sessions, and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, Teacher iPads, Student devices, Eduphoria, School Fusion, and Student Response Systems in the classrooms. Teachers have been trained in Marzano High Yield Instructional Strategies, *The Fundamental 5* Instructional Strategies, Thinking Maps, and technology integration, Project-Based Learning, and they are implementing into instruction. The T-TESS process is being implemented to facilitate teacher growth in curriculum and instruction.

Data sources reviewed in identifying curriculum and instructional needs include, teacher lesson plans, student achievement data, staff input, state standards, research-based curriculum resources, available technology, observations, and collaborative departmental alignment.

Strengths:

- Instructional Specialists to provide coaching, support and training
- Additional Course Offerings: ASL, CTE courses, etc.
- Access to various innovative, interactive technology resources to enhance instruction and student engagement
- Meeting departmentally (Professional Learning Communities) to collaborate and share effective instructional strategies weekly
- Vertical and horizontal curriculum alignment to make learning seamless, relevant and rigorous
- Innovative Resources – STEAM Studio, Mac Lab, Collaborative Workspaces, I-30 schedule, e-Kiosks, Chromebook Carts, Google Apps for Education

Needs:

- Increase in cross-curricular collaboration and writing across all contents areas
- Use of social media as a collaboration and professional learning tool
- Continued growth of CTE program and course offerings
- On-going, research-based professional development focused on varying instructional strategies, rigor and technology integration
- Better utilize Curriculum Based Assessment data to address individual student needs and make necessary changes to curriculum and instruction
- Increased teacher integration of innovative instructional resources – continued training in PBL, etc.

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School Culture and Climate

The Daniel Ninth Grade campus climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character and behavior. We are intentional about what we do and how we do it. A parent volunteer program has been developed to increase parental support and involvement. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students.

The Capturing Kids' Hearts Process is being implemented across the campus. The process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. The Rachel's Challenge Program has been adopted and helps us maintain a positive, kind, accepting, compassionate school culture and climate. The Wellness Project provides academic seminars, wellness discussions, small group counseling, and a character education program. Additionally, all students participated a student seminar regarding Academic Integrity at the start of the school year called "Above the Line" where they are challenged to commit to this honor code.

The data sources reviewed to identify areas of need include questionnaires/surveys, school walkthrough data, focus groups and meetings.

Strengths:

- Comprehensive Wellness Project that focuses on the whole student: academic, social and emotional, and health and wellness
- Parents are present, volunteering, and involved
- All staff work together to create a safe learning environment for students
- Rachel's Challenge, Capturing Kids' Hearts, Above the Line Programs help maintain a positive school climate and culture
- Organizations such as Leading Ladies, Student Council, Friends of Rachel, etc. facilitate projects and programs that promote a positive school culture and climate
- Faculty & Student Recognition programs such as TopCats, Student Awards Program, Who's in the News, etc.

Needs:

- Train remaining professional and support staff in Capturing Kids' Hearts Process
- Increased communication and publicity with parents and community promoting the positive culture and accomplishments of students
- Create additional recognition programs for students and communicate that recognition to parents and the community

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Technology

Daniel Ninth Grade Campus is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board, Teacher iPad, and student Chromebooks. Teachers also have access to Smart Student Response Systems, iPads, mirroring software, and iPads and Chromebooks to check out as needed. They are also integrating BYOD learning activities into instruction. Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 Tools and apps, and Google Apps for Education are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the School Fusion campus site.

The campus also has three mobile Chromebook carts, three Flexible learning labs, three science labs, a lecture hall, Distance Learning Equipment, and a library outfitted with student computers and Promethean Board. We also have a STEAM Studio and Mac Lab giving students access to high tech, innovative technology tools. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and new security cameras inside and outside the building (updated summer of 2016).

The data sources reviewed to identify needs in the area of technology were technology hardware and software, technology infrastructure, technology policies and procedures, and professional development needs.

Strengths:

- Various, state of the art instructional technology tools available to teachers and students (updated instructional and safety technology)
- Teachers are utilizing various technology tools to keep parents informed (Google Classroom, Remind, Social Media applications, etc.)
- Teacher willingness to learn and implement new instructional technology into instruction
- Implementing Bring Your Own Device (BYOD) to increase student integration of technology into learning

Needs:

- Continuous technology professional development
- More effectively address Digital Citizenship with students through advisory activities, videos, coffee talks, etc.
- Increased professional learning opportunities to increase teacher fluency with new technology
- Updated Web platform
- Increased support and accountability for campus-wide use of instructional technology
- Initiative(s) to help increase the use of the STEAM studio

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Family and Community Involvement

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as office volunteering, Watch DOGS, parent/student orientation, STEAM Carnival, An Evening with the Arts, Bearcat Alley, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, Connections mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, eNewsletters, campus Facebook, Instagram, Twitter and YouTube are ways the campus is trying to increase communication and transparency. Teachers are also utilizing their webpages, Google Classroom, Remind, and other resources to keep parents informed.

Additionally, we host a Parent Fish Camp Event, Open House Parent Informational Meeting, and parent “Coffee Talks” to provide direct resources for parents to best support their students academically and socially at home.

Strengths:

- Strong parent volunteer program; parents are dedicated and excited to work in the school
- High level of parent involvement in various booster clubs
- A strong sense of community is shared by all stakeholders as evident by attendance at school events and activities
- Communication systems such as School Fusion, Parent Portal, Facebook, Twitter, Remind, Parent Link & Family Connection
- High number of community service opportunities for students

Needs:

- Strengthen efforts to get parents involved from underrepresented student groups
- Increase the level of parent involvement in PTO
- Increase parent participation in Climate Survey
- Increased communication from school to home

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Staff Quality, Recruitment and Retention

Daniel Ninth Grade Campus is a small learning community that values teamwork and collaboration. Teachers meet regularly to collaborate, share ideas and plan instruction. Professional learning is a big part of the campus culture and is incorporated. We are continuing to develop professional relationships and learning to work together, have fun together and value each other. Administration intentionally plans activities and events to facilitate the building of new relationships in an effort to create a high-performing team.

The following data sources were reviewed to identify needs in the area of staff quality, recruitment, and retention: observation data, collaborative feedback, student achievement data, professional development records and goals, staff retention rate, teacher climate survey feedback, teacher certification and qualification data.

Strengths:

- Teacher retention rate is above the state; teachers are invested, engaged and committed
- Professional staff is 100% fully certified
- Teachers meet weekly during PLCs to collaborate and learn/plan together
- Teachers are appreciated and recognized for their accomplishments and contributions
- Implementation of T-TESS as a growth model for teachers to set goals, provide feedback regarding professional needs, etc.

Needs:

- Continue to provide professional learning opportunities to increase fluency of technology and to provide tools to increase the level of rigor within content areas
- Continued training to support teachers in T-TESS
- Fewer shared staff members
- Improvement in new teacher orientation for those who have a different "Home Campus" and only teach a class or two here per day

ALEDO HIGH SCHOOL
Daniel Ninth Grade Campus

**990 Bailey Ranch Road
Aledo, TX 76008**

**2017-2018
CAMPUS STRATEGIC PLAN**

The start of something great.

Daniel Ninth Grade Campus Improvement Committee Members:

Angela Tims - Principal (Chair)

David Durnil – Assistant Principal

Erin Finn – Other Professional Staff

Anita Callaway – Teacher

Stan Reid – Teacher

Earl Husfeld – Central Office Administration Representative

Nick Bogner – Parent

Amy Dube – Parent

Susan King – Community Member

The Campus Strategic Plan was reformatted in 2015 to better align with the 2015-2018 AISD Strategic Plan. All campus goals have been written in alignment and support of overall district goals.

Daniel Ninth faculty met and began completing the Campus Needs Assessment on August 18. Data sets were reviewed and campus strengths and needs were identified. The Campus Improvement committee also reviewed all campus data on September 26 to conduct their own Campus Needs Assessment. The Campus goals were then revised according to our CNA. The final Campus Plan was submitted to the committee and faculty for final review and input.

District Priority #1: Learning – Daniel Ninth Grade Campus shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Daniel Ninth Grade Campus will utilize assessment data to align curriculum and instruction through common planning and collaboration, revision of curriculum documents, and integration of high yield instructional strategies while creating appropriate rigor to maximize student success.	Campus Administration, Teachers, Instructional Specialists	Eduphoria, Odysseyware, MAP, Scope & Sequence, Year at a Glance Documents, Common Assessment Data	2017-2018 school year; as data becomes available	STAAR Results, Distinctions, TAPR, Lesson plans, School Report Card, Syllibi, Common Assessment Data, Vertical/Horizontal Alignment Documents, MAP Assessment Reports	Comparison of reports and objectives annually by sub groups	PD CNA A C
1.2 Daniel Ninth Grade Campus will provide a variety of diverse, rigorous courses and programs such as AP and Pre-AP Courses, CTE Courses, and technology integration to meet student needs and prepare them to be successful in a competitive-global society.	Campus Administration, Counselor, Instructional Technologist, Teachers, CTE Coordinator, STEAM Studio Coordinator, Instructional Specialists	HQ Staff, Odysseyware, PAP/AP Courses, Technology Devices (Chromebooks, iPads, Promethean Panels), TxVSN, STEAM Studio, Mac Lab	Annual comparison of course and program offerings	Master schedule, Distinction Designations, TAPR Report, BYOD Activities reflected in Lesson Plans, STEAM Studio Sign-In, Chromebook Cart Reservation Data	Increased offerings/performance when compared annually	HQ C
1.3 Daniel Ninth Grade Campus will continue to implement <i>The Fundamental 5</i> , Thinking Map Instructional Strategies, and Project-Based Learning while fully integrating the use of instructional technology tools to maximize student engagement and academic success.	Campus Administration, HQ Campus staff	Instructional Technologist, All Classroom and Special Ed staff, TM Resources, BYOD resources, Chromebooks, Promethean Panels	August 2017 – June 2018	RtI campus documentation, Progress Monitoring Data for Individual Students, Syllibi & Lesson plans, TM Professional Development, BYOD Documentation, TCEA Participation	T-TESS, Learning Walks, Clarity Bright Bites Survey, STAAR Results, MAP progress monitoring results	PD C
1.4 Daniel Ninth Grade Campus will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation including UIL activities and organizations.	Campus Administration, Campus staff/Club Sponsors/Coaches	Athletic and UIL Coaches/Directors, Booster clubs, Sponsors, I-30 Schedule	August 2017- June 2018	Enrollment numbers in activities, I-30 Calendar, Rosters from programs, Calendar of Events, Organization Webpages & Social Media Postings	Increased attendance/participation, academic achievements, UIL Recognition at district, regional and state level	PI C R/R
1.5 Daniel Ninth Grade Campus will provide support programs such as RtI, ESL pullouts, Credit Recovery, I-30 FLEX, STAAR Remediation and Enrichment, Tutoring Center, Testing Center, Failure Tutorials, Stem Scopes, Odysseyware, MAP, and small group counseling to meet the diverse needs of all learners while specifically targeting our special populations.	Campus Administration, Counselor, Campus Staff	GT Specialists, SE Director & Staff, ESL Director & Staff, 504, RtI Team, Odysseyware, Content Mastery Lab, Comprehensive Guidance Program, I-30 Schedule, MAP	August 2017 – June 2018	GT Differentiation documentation, RtI documentation, Progress Monitoring Data for Individual Students, Class Rosters, Guidance Program Documentation, LPAC Meeting Schedule/Agendas, Remediation Rosters, MAP Reports	Special Ed, 504, GT annual reports, TELPAS reports, RtI documentation, TAPR Report & other Accountability Reports, MAP Progress Monitoring Data	C PI HQ
1.6 Daniel Ninth Grade Campus will increase the campus attendance rate to 98% with the use of a	Campus Administration, Attendance Secretary, Teachers, Campus Nurse	PTO Funds, TxEIS Attendance Letters, Parent Link, School Fusion,	August 2017- June 2018	Incentive Program, promotional materials, Parent Link Notification Records,	2017-2018 Attendance Rate as reported by the state	PI C CNA

student incentive program, increased diligence in attendance follow-up and parent communication.		AISD Attendance Guidelines, Parker County Truancy Officer, Director of Student Programs		School Fusion Announcements		
1.7 Daniel Ninth Grade Campus will increase the opportunities for all students and staff to use developmentally appropriate technology in creative learning environments using the STEAM Studio, Mac Lab, Collaborative Workstations, eKiosks, Flexible Learning Labs, and Chromebooks Carts.	Campus Administration STEAM Studio Coordinator, Teachers, Librarian	STEAM Studio, MAC Lab, Collaborative Work Stations, Flexible Learning Labs, Grant Money, PTO Funds, Campus Tech Funds, Chromebook Carts, eKiosks, Promethean Panels	August 2017- June 2018	STEAM Studio Attendance Log, Mac Lab, Flexible Learning Lab & Chromebook Cart Reservations, Lesson Plans	TAPR, Student Surveys, Parent & Teacher Climate Survey, Clarity Brite Bites Survey Results	TAPR CNA PI RS
1.8 Campus administrator will review STAAR Alt 2 Participation Guidelines to ensure eligibility criteria is established prior to STAAR Alt 2 testing. Documentation will be turned in to the District Testing Coordinator along with the STAAR Alt 2 Campus Coordinator materials.	Campus Administration, Diagnostician, Campus Testing Coordinator, ARD Participants	STAAR Eligibility Guidelines, ARD Committee, Eduphoria Documentation System	August 2017 – May 2018 as ARD meetings occur	ARD documentation forms, ARD minutes, Testing Documents submitted to DTC	Campus and District Systems Safeguards Status Report	TAPR
1.9 Daniel Ninth Grade Campus will increase SPED Reading performance to 60% through the use of increased interventions such as a Reading I course, MAP assessments and instructional resources, and increased progress monitoring for students in preparation for the English I End-of-Course Exam.	Campus Administration, SPED Teachers, Reading Teacher	Instructional Specialist, MAP Resources, Instructional Aide, Additional Writing Training for teachers, READ 180 Resources	August 2017 – June 2018	Master Schedule, Documentation of Writing Training participation, Lesson Plans, MAP Assessment Data, Progress Monitoring Data	Campus System Safeguards Status Report	RS PD A C TAPR

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #2: Safety – Daniel Ninth Grade Campus shall maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Daniel Ninth Grade Campus will evaluate and update emergency communication systems so that employees, students, and parents are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus Administration, Technology, Maintenance/Operations, Emergency Response Team	AISD Police, Local First Responders, Local funds, Grants, Edwards Risk Management, School Nurse, Parent Link, Remind, Emergency Operation Plan	June 2017– July 2018	Written Emergency Operation Plan, Documentation of Drills, Safety Procedure Notebooks	Appropriate response if emergency occurs	CNA
2.2 The Daniel Ninth Grade Campus will perform, evaluate and update emergency drills and exercises to report and respond to safety needs and concerns.	AISD Police, Campus Administration, Campus staff, Counselor, AISD Maintenance, Nurse, Emergency Response Team	AISD Police, SHAC, TASB resources, Edwards Risk Management, Crisis Intervention Plan, Emergency Operation Plan	June 2017– July 2018	Written plans on website, Student/teacher handbooks, Crisis Intervention Plan, Drill Schedules, Safety Procedures Notebooks, Table Top Safety Exercises	Teacher and Parent Survey Results, Emergency Operation Plan Updates as compared annually	CNA
2.3 Daniel Ninth Grade Campus will continue to comply with all state and federal guidelines and pursue best practices in facility safety.	AISD Police/Maintenance, Campus Administration, Campus Staff, Emergency Response Team	AISD Police/Maintenance, TASB Resources, Edwards Risk Management, AED and other medical equipment, Staff safety training	August 2017 – July 2018	Written documentation demonstrating compliance, Internal Audits, CPR/AED Annual Staff Training Documentation, Table Top Safety Exercises	Campus will meet will meet facility and safety regulations, Teacher and Parent Survey Results, Emergency Operation Plan Updates as compared annually	CNA
2.4 Daniel Ninth Grade Campus will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus Administration, Campus Improvement Committee (CIC), Campus Staff	PEIMS data	March 2017 – August 2018	Campus Discipline data in PEIMS, Campus Discipline Reports, Campus Data Days, CIC Agenda	Decreased discipline issues as documented in PEIMS	CNA
2.5 Daniel Ninth Grade Campus will implement appropriate safety programs and staff development such as Rachel’s Challenge, Capturing Kids’ Hearts, Bullying Training, Jenna’s Law Training, Traffic 911 Training, The Wellness Program, and Diversity & Awareness Training to ensure a safe environment for students, staff, substitutes, volunteers and visitors.	Campus Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition, District Student Services & Safety Director, Counselor	SHAC, Title II \$17103, Title IV \$4770, Local funds, AISD Police, Edwards Risk Management, Rachel’s Challenge, Comprehensive Guidance Program, Health Curriculum	August 2017- June 2018 Cyber Safety Week Red Ribbon Week	Campus Calendar, Campus Drill Documentation, Capturing Kids’ Hearts Process Documentation, Faculty & Student Bullying Training Agendas, Rachel’s Challenge Program & Student Training, Heath Curriculum	Climate Survey Reports, Discipline Data, Bullying Report Data	CNA PD

<p>2.6 Daniel Ninth Grade Campus will provide age level appropriate programs to create awareness among students and their families about their digital footprint, internet safety, and responsible technology usage.</p>	<p>Campus Administration, Counselor, District Instructional Technologist, Teachers</p>	<p>SHAC, Guidance Program, Coffee Talks, Parenting University, Cyber Safety Week Resources, iSchool Student Ambassador Training</p>	<p>August 2017- June 2018</p>	<p>Cyber Safety Week Events/Lessons, Freshman 15 Lessons, Coffee Talk Presentations, Parenting University Presentations, iSchool Student Ambassador Training</p>	<p>Discipline Data, Parent/Teacher Survey Results, Student Clarity Bright Bite Survey Results</p>	<p>PI CNA</p>
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District Priority #3: Parents/Community – Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of Daniel Ninth Grade Campus.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Daniel Ninth Grade Campus will utilize the campus/district website, Facebook, Twitter, Family Connection, Remind, Parent Link and Google Classroom as well as other platforms of communication for our community and will provide opportunities for training to utilize campus resources through Coffee Talks and training videos.	Campus Administration, Faculty, Campus Webmaster	IT Department, Campus & District Website, Director of Communication, Social Media Sites, Parent Link, School Fusion, Naviance Family Connection, Campus YouTube Channel	Aug 2017 – July 2018	Training dates, Documentation of communication methodology, Web status, Facebook & Twitter Feeds, Parent Link Records, Naviance Family Connection, eNewsletters, Daniel Ninth News	Increased utilization of a variety of communication methods, Parent feedback, Parent Survey Reports	PI PD
3.2 Daniel Ninth Grade Campus will provide programs for parents/guardians and community members to volunteer and actively participate including a Volunteer Program, PTO, Career Expo, and Coffee Talks.	Campus Administration, Counselor	District Personnel, SHAC, State & local funds, PTO, Booster Clubs, Parent Volunteers	Monthly 2017-2018	Campus Calendar of Events, Parent Volunteer Orientation Sign-In, Volunteer Schedules, Coffee Talk Sign-In Sheets & Promotional Items, eNewsletters, Career Expo Participant List	Increased Parental Involvement, Community Feedback, Parent Survey Reports	PI
3.3 Daniel Ninth Grade Campus will be an active participant in appropriate civic, municipal, and charitable organizations in the Aledo ISD community through the work of Leading Ladies, Student Council, Friends of Rachel, and other co-curricular organizations.	Campus Administration, Extracurricular Organization Sponsors, Counselor	District & Campus Personnel Local funds	Monthly 2017-2018	Calendar of Events, PO Documentation of Charitable Contributions, Publicity Coverage of Events	Continued Local Support of the Community, Parent Survey, Civic Organization Documentation, Media Coverage	PI
3.4 Through Leading Ladies, Connections Mentor Program, Rachel's Challenge and other programs, Daniel Ninth Grade Campus will work with members of the community to foster support for the mission and goals of the campus, and build positive relationships with parent and school organizations.	Campus Administration, Counselor, Teachers	Chamber of Commerce, Mentorship Program, Community Business Partners, Educational Foundation, Title II \$19500 Local funds	Aug 2017 – July 2018	Documentation of Attendance at Meetings, Calendar of Events, Social Media Feeds, Career Expo, STEAM Carnival, Rachel's Challenge Program, eNewsletters, Daniel Ninth News	Attendance at Public Meetings, Sign-in sheets, Event Participation, Media Coverage, Parent Survey Reports	PI
3.5 Daniel Ninth Grade Campus will continue to build positive relationships with parent and school organizations such as PTO, AdvoCats, Aledo Education Foundation, Project Celebration, Class of	Campus Administration, Teachers, Program Directors	PTO, Booster Clubs, SHAC, Local funds Education Foundation	Aug 2017 – July 2018	Parent Surveys, Publicity, Faculty Involvement in PTO, AEF Grant Applications, Class of 2021 Meetings, Booster Club Sales,	Parent Survey Reports, AEF Grant Awards, PTO Contributions	PI

2021 Committee, and Extra-Curricular Booster Clubs.						
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Assessment: TAPR, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan,
STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #4 Human Resources – Daniel Ninth Grade Campus shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Daniel Ninth Grade Campus will maintain 100% fully certified and highly qualified staff.	Campus Administration	Local funds Title II \$19500 Job Fairs, HR Department	August 2017- June 2018	HQ Campus Report	HQ Campus Reports, Personnel Records	HQ CNA R/R
4.2 Daniel Ninth Grade Campus will provide a comprehensive professional learning system that aligns with AISD/campus instructional focus, supports new staff and meets the needs of our future-ready learners.	Campus Administration, Mentor Teachers, Instructional Specialists, Department Chairs	Local funds, Title II \$19500 Instructional Specialists, Mentor Program	August 2017- June 2018	Calendar of Events, Sign-in Sheets, Mentor Training, New Teacher Orientation & Follow-up Training Agendas	New Teacher Survey Results, Professional Progress Results, Teacher Retention Rates, Exit surveys	CNA PD R/R
4.3 Daniel Ninth Grade campus will continue to develop and promote future leaders through multiple professional learning communities such as online PLNs, AISD professional Development Facilitation, AISD Teacher Leader cohort, Campus PLCs, TCEA participation, etc.	Campus Administration, Department Chairs	Title II \$19500, Local funds, Teacher Leader Academy, Technopoly, Instructional Specialists	August 2017- June 2018	Professional Development Calendar, Sign-In Sheets, Agendas, Evaluations, Campus Mini-Staff Developments, Book Studies, PLC Mtg Agendas, TCEA Participation, Technopoly Participation	Online Staff Development, Evaluations, Instructional Practices – Learning Walk Data, Number of Campus/District Teacher Trainers, Teacher Leader Academy Participation	PD R/R
4.4 Daniel Ninth Grade Campus will retain highly qualified teachers by maintaining a positive climate and culture and developing a highly productive, supportive team.	Campus Administration, Department Chairs, Counselor	Local funds, Capturing Kids Hearts Resources	August 2017- June 2018	Team-building/morale-building, Calendar of Activities, Sign-In Sheets, Agendas, Campus Mini-Staff Developments, Capturing Kids' Hearts Training	Faculty Surveys, Teacher Retention Rate	PD R/R

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #5 Financial/Facilities – Daniel Ninth Grade Campus shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Daniel Ninth Grade Campus will utilize a conservative approach to financial management in order to both manage campus finances and prepare for certain future staffing needs.	Campus Administration	District/Campus Staff District Business Office	Aug 2017 – July 2018	Annual Audits, Annual Budget Reports,	Campus Budget	CNA C
5.2 Daniel Ninth Grade Campus will be proactive in the maintenance and upkeep of the facilities.	Campus Administration Faculty & Staff	Maintenance Staff, Custodial Staff, Eduphoria	Aug 2017 – July 2018	Maintenance Work Orders, Weekly Building-Walk Data	Maintenance Data, Faculty & Parent Survey Reports	PI
5.3 Daniel Ninth Grade Campus will identify and pursue new revenue opportunities through grants while nurturing current relationships.	Campus Administration, Teachers	Business Partners Education Foundation	Aug 2017 – July 2018	Documentation of Explored and Approved Revenue Opportunities, Grant Documentation	Additional Revenue/Grants Awarded	CNA C
5.4 Daniel Ninth Grade Campus will continue to monitor, reevaluate and effectively communicate the anticipated needs annually to prepare for future growth.	Campus Administration	TxEIS Pre-Registration System	January 2018	Pre-Registration, Demographer's Reports, Requested Budget Adjustments	Class Sizes, Enrollment	RS
5.5 Daniel Ninth Grade Campus will partner with the district to utilize effective systems of communication to educate the public of federal, state and local financial decisions with emphasis on local impact.	District Administration, Campus Administration, Campus Webmaster	Parent Link, Social Media, Campus Website, eNewsletters, Bond Publicity Materials	August 2017- July 2018	Parent Link Messages, Social Media Posts, Website Posts, Mail-outs, eNewsletters, Bond Presentations	Parent Climate Survey Results, Voter Turnout	PI RS

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District Priority #6 Continuous Improvement – Daniel Ninth Grade Campus shall monitor and revise systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Daniel Ninth Grade Campus will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology, remediation)	Campus Administrators, Program Coordinators, Teachers	IT Department UIL Coaches/Sponsors Lead Content Teachers, Program Coordinators, Instructional Specialists	Aug 2017 – July 2018	Annual Evaluation (i.e., survey, meetings with stakeholders) Improvement Plans, Individual Program Evaluations, Data Reports	Improvement in Areas of Concern as Identified in Evaluation Process	CNA PD C
6.2 Daniel Ninth Grade campus will maximize the use of technology systems such as Raptor, Eduphoria, Website, Google Classroom, Remind, Family Connection, AESOP, Parent Portal, Parent Link and Social Media to improve internal communications.	Campus Administrators, Faculty & Staff	Campus Webmaster, Teacher Techs, IT Department, Instructional Technology Specialist	Aug 2017 – July 2018	Campus Website Activity, Google Classroom Usage, AESOP, Eduphoria Data, Parent Portal Activity, Employee Access System, Social Media Activity	Increase in Automated Internal Systems, Increase Ease of Access to Real-Time Information	CNA PD
6.3 Daniel Ninth Grade Campus will evaluate and utilize annual parent satisfaction surveys at the campus level to identify areas for growth and improvement.	Campus Administration, Teachers	IT Department, District Administration, CIC	May 2018	Completed Survey Documentation, CNA & Campus Plan, Faculty “Data Day” Documentation	Evidence of Addressing Areas of Concern as Identified in Survey Results	PI CNA
6.4 Daniel Ninth Grade Campus will establish departmental and campus-wide instructional focus areas and participate in professional learning to continuously improve	Campus Administration, Department Chairs, Teachers	Campus and District Administration, PD Resources, Title II \$19500 Local Funds, Instructional Specialists	May 2018	Instructional Focus Chart & Professional Development Plan, PD Sign-In Sheets, PLC Meeting Agendas,	Learning Walk Data, Evaluations, Survey Results	CNA PD RS
6.5 Daniel Ninth Grade Campus will utilize Performance-Based Monitoring Data (provided by MAP) to identify and address specific areas of needed	Campus Administration Core Content Teachers	Campus and District Administration, MAP Assessment & Instructional Resources, PD Resources, Title II \$19500, Local Funds	Nov 2017- May2018	Instructional Focus Chart, RtI Intervention Plans, STAAR Student Intervention Rosters, Professional Development Plan, PD Sign-In Sheets, Lead Content Meeting Agendas	2018 PBMAS Reports, STAAR Data Reports	CNA PD RS
6.6 Daniel Ninth Grade Campus will comply with all administrative regulations and systems to ensure consistency.	Campus Administration, Teachers	Online Access to Administrative Regulations	August 2017- July 2018	Documentation of Compliance Through Forms, etc. (ex: PD Request Form)	Efficiency of Completed Tasks, Teacher Climate Survey	RS
6.7 Daniel Ninth Grade Campus will encourage increased participation on parent and staff satisfaction surveys.	Campus Admin, Teachers, Webmaster	Online Communication Tools	April 2017	Parent Link Log, Social Media Postings, Website Postings, eNewsletters, Daniel Ninth News	Parent & Staff Survey Participation	PI

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