

Aledo Independent School District
Aledo Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of AMS is to provide all students the opportunity to develop their full potential; to inspire critical thinking, collaboration, and creativity; and to be effective communicators in a global society.

Motto

"Be the Difference"

Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo Middle School is a fast-growing campus, dedicated to meeting both the academic and social-emotional needs of our students. Our current student enrollment is 944 students in grades 7 and 8. The campus staff is comprised of the following members: three campus administrators, fifty general education teachers, four special education teachers, two counselors, one part-time special education counselor, one campus librarian, one diagnostician, one part-time speech therapist, one nurse, four office staff paraprofessionals, four special education paraprofessionals, and one ISS paraprofessional.

For the 2018-2019 school year, the student population at Aledo Middle School is 46.1% female and 53.9% male. The ethnic breakdown for the current school year is as follows: African American-1.8%; Asian-1%; American Indian-0.2%; Two or More Races-3.7%; White-78.7%; and Hispanic-14.5%. Currently, our economically disadvantaged population is 14.2%. The percent of students receiving special education services is 7.1% and the percentage of students receiving ESL services is 2.3%.

AMS strives to foster an environment in which students feel safe and enjoy attending school. This is evidenced by our high attendance rate and strong participation in extracurricular activities. Our attendance rate for the 2017-2018 school year was 96.6%.

During the first grading cycle of 2018-2019, AMS gathered data from a variety of sources and used the data gathered to develop the comprehensive needs assessment. The process for reviewing the data and identifying campus strengths and needs began during Professional Learning Days (August 2018). During this time, instructional staff members reviewed academic, disciplinary, and survey data to begin setting campus goals for the upcoming year. In September, through weekly grade level and department meetings, staff members intensively reviewed data trends to refine academic goals. Staff members also submitted Campus Planning Input Documents stressing both strengths and weaknesses of AMS. The SBDM Committee worked together to revise the campus plan based on the campus comprehensive needs assessment on October 22, 2018. The plan was then shared with the AMS faculty for review and discussion.

The plan will be monitored, reviewed, and revised (if needed) at Site Based Decision Making Committee Meetings in February, April, and June.

Demographics Strengths

AMS has a highly qualified faculty that is focused on achieving academic excellence and meeting the needs of all students.

The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.

Campus culture is supportive and committed to shared vision and goals.

In August of 2018, our campus staff attended Capturing Kids' Hearts Initial Training. This year will be our first year of implementation. We are exploring additional training in CKH Implementation including Process Champions and Recharge.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Class sizes are increasing. **Root Cause:** Student population increasing faster than projected.

Student Achievement

Student Achievement Summary

Aledo Middle School is committed to student achievement and student success. AMS received a “Met Standard” rating on the 2018 accountability rating system. There were many successes to celebrate within the initial accountability rating, including an overall score of 90. The AMS teachers worked diligently with parents, students, and each other to meet the needs of the students.

- Identified areas of continued improvement include increasing academic performance for students served in Special Education and ESL. We are also continuing to work to increase the percentage of student achieving the “Masters Grade Level” standard across all content areas.

AMS strives to provide high quality daily instruction. Students are encouraged to become self-directed and take ownership in their learning as they prepare for high school and beyond. Student conferences are held regarding grades, study habits, and overall academic performance. Failure rates are monitored each grading cycle by campus administration and counselors.

Non-Mastery Report for 2017-2018

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
7 th Grade	4.8%	8.4%	13.5%	12.6%	11.7%	8%
8 th Grade	7.2%	15.4%	17%	23.2%	10.7%	10.1%

Student Achievement Strengths

Strengths

- Multiple venues are used to keep parents informed about student progress: Parent Portal, Phone Conferences, Parent Meetings, Utilization of IPR's, Report Cards, and Email.
- Continued staff support is offered for all students throughout the school day.
- All students are offered support through Bearcat Base (Content Mastery).
- CAT Time (Clubs, Activities, and Tutorials) offered daily to provide remediation and tutorials.
- Eduphoria is beneficial in tracking student progress from year to year.

Needs

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:

- * Staff development with a focus on serving ELL students - \$2,000. Supplemental materials - \$2,000 and Tutors for ELL students - \$10,000
- Title 1 funding will be utilized to provide services to ELL students in the following areas:
 - * Teaching materials - \$10,000, Staff development - \$10,000 and Tutors - \$5,000
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:
 - * Summer School personnel - \$80,000, Summer School transportation - \$20,000 and Summer School materials - \$3,000

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not demonstrating yearly progress at expected levels. **Root Cause:** Potential discrepancy between rigor of instruction and assessment.

School Culture and Climate

School Culture and Climate Summary

Aledo Middle School students and faculty are very proud of the tradition of academic excellence and the spirit of camaraderie that exists between the school and the community. The Aledo Middle School faculty believes the campus is staffed with caring individuals who work tirelessly to make learning fun and engaging for students. The faculty supports all student activities through participation in pep rallies, homecoming week, attending student games and extracurricular events, and monitoring school dances. This Aledo Middle School faculty is committed to making a difference in the lives of all students in order to help them develop academically, socially, and emotionally.

School Culture and Climate Strengths

Strengths

- Caring staff committed to academic excellence and student support.
- Caring parents that support the school and community through PTO and Advocats.
- Administer annual parent/staff survey to obtain feedback.
- Continue staff and student recognition programs (Difference Makers and Employee of the Month).
- Continue a Year End Awards Ceremony for student awards and recognition.
- Sunshine Committee activities.

Needs

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Continue to build a sense of community between AMS staff and families. **Root Cause:** As students move to the secondary level, there are less opportunities for parental involvement in classrooms and as volunteers within the school.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to a high employee retention rate, Aledo Middle School is predominantly composed of experienced teachers. The experiences and wisdom that come with being a veteran teacher, enable the staff to better understand the nature and needs of their students, as well as their own professional development needs.

Teachers meet weekly in grade level, departmental PLCs to plan instruction, disaggregate common assessment data, and engage in professional learning. Teachers are encouraged to attend district level professional learning including Vertical Team Meetings and "Just in Time" training. Campus level professional learning stems from discussions regarding gaps in instructional practice.

Teachers are evaluated under the T-TESS appraisal system. Through this system, teachers receive feedback from 3 walk-throughs, 1 formal observation, a pre-conference, and a post-conference. In addition to the goals associated with T-TESS, this year, teachers are also working through the SLO process setting goals to track growth for individual students.

In an effort to continue to refine instructional practices and meet the goals of our instructional focus, campus administrators are conducting 10 Daily Impact Walks per week. Data collected from these walks is shared with staff members through PLC time. Additional feedback will also be provided through Instructional Rounds.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- 100% Highly Qualified Teachers.
- High Staff Retention Rate.
- Campus survey data indicates positive morale and supportive climate.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$10,000 allocated for AMS.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: As evidenced in the Teacher Climate Survey, the sense of unity among staff is declining. **Root Cause:** Our staff is growing in response to our growing student population. This is further complicated by the number of staff shared among campuses.

Problem Statement 2: While our student body is becoming more diverse, there is not much diversity across our staff. **Root Cause:** We have a low turnover rate resulting in minimal positions being open each year. Additionally, our candidate pool (applicant base) is not varied or diverse.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In previous years, Aledo ISD has worked to develop a common scope and sequence for core subject areas across all grade levels. The District continues to update and revise the Scope and Sequences, as needed. In addition, the District has been aggressive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery.

Data sources reviewed in identifying curriculum and instruction needs include the teacher resource page provided by the District, collaborative horizontal and vertical team alignment processes, departmental planning processes, teacher certifications, and available technology.

Curriculum, Instruction, and Assessment Strengths

District developed scope and sequence for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.

The development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material.

Renewed focus on implementation of Thinking Maps.

Daily student centered objectives are clearly posted in all classrooms ("We will" and "I will" statements).

The Fundamental 5 are being implemented throughout all classrooms-primarily focusing on framing the lesson, academic discussion, and critical writing.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: While the opportunities are being presented, few teachers are attending Vertical Team Meetings and "Just in Time" training. **Root Cause:** Being a new practice this year, many teachers are not able to secure child care or rearrange other after school commitments.

Parent and Community Engagement

Parent and Community Engagement Summary

The partnership between family, community, and school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as PTO and Advocats.

AMS has also built strong partnerships with community businesses to support teachers and students.

Parent and Community Engagement Strengths

Information on campus web-page and social media accounts (Facebook, Twitter, and Instagram) informs parents about opportunities to be involved at AMS.

Parent Portal allows parents quick access to student's academic progress.

Parent Link for administrators allows for disseminating important information to parents.

Student participation in community service projects through Student Council, NJHS, and Athletics.

All students are provided service opportunities through Bearcats Building Bridges. This organization works with organizations such as Miracle League of Parker County and local nursing homes.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: As evidenced in the Parent Survey, parents do not feel equipped to help their child at home. **Root Cause:** Lack of communication from teachers in regards to specific instructional strategies or resources to help students be more successful.

School Context and Organization

School Context and Organization Summary

Aledo Middle School is dedicated to providing a welcoming environment in which students grow both academically and in character. We strive to evaluate our systems regularly and seek input from our stakeholders. School decision-making efforts are coordinated through committees and academic departments. The Site Based Decision Making (SBDM) Committee works in conjunction with the staff, parents, businesses, and community members in making decisions for the campus that are in the best interest of the overall student population. Teacher input is valued in the process of curriculum development and implementation of instructional strategies that, in turn, promote the academic success of our students.

It is our belief that extracurricular activities enrich students' lives and lead to a more positive school experience. Extracurricular opportunities include Band, Athletics, Choir, Theatre, Art Club, Student Council, National Junior Honor Society, Big Ideas for the Greater Good (BIGG) Club, Robotics and Aerospace, and iSchool Advocates.

In order to facilitate strong communication between school and home, multiple communication methods are utilized. Examples include, Parent Link Email, Phone, and Text messaging, class web-pages, Google Classroom, Remind, Parent Portal, Facebook, Twitter, and Instagram.

School Context and Organization Strengths

AMS staff handbook revised yearly which includes policy, procedures, and important dates.

Staff updates are disseminated weekly which includes a calendar of events and other relevant “need to know” information.

Parents are surveyed once per year.

Staff is surveyed informally throughout the year and formally once per year.

Campus web-page is kept current and social media sites (Facebook, Instagram, and Twitter) are also used to communicate with stakeholders.

Departmental Grade Level Meetings are conducted weekly.

Open door policy with administrators.

Extracurricular activities are increasing each year at AMS.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Feedback from students is limited to informal, daily communication. **Root Cause:** Currently we do not have a formal mechanism to survey students to obtain feedback.

Technology

Technology Summary

In an effort to promote technology integration into the classroom, Aledo ISD has provided every classroom teacher with a Promethean board, laptop computer, and iPad. Each classroom is also equipped with five Chromebooks. In addition, AMS teachers have access to mobile computer labs—three Chromebook carts and one Dell cart. Many classrooms have additional devices as recipients of Aledo Education Foundation grants. The faculty will continue to evaluate existing technology to determine future needs and professional development necessary for effective implementation.

Technology Strengths

AMS staff is open and willing to obtain training for the implementation of new technology in the classroom.

The number of student devices is increasing each year.

District Instructional Technologist available to assist with technology implementation and lesson planning.

Satellite printers in secure areas for teachers for the purpose of printing confidential information concerning students.

Implementation of student BYOD.

Problem Statements Identifying Technology Needs

Problem Statement 1: Campus data reflects that students need additional support with digital citizenship and appropriate use of social media. **Root Cause:** These topics have previously been taught in isolated units at designated times during the school year.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified staff data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: What We Teach: Guaranteed and Viable Curriculum

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 1) Teachers will embed TEKS into weekly lesson plans ensuring that instructional activities and learning experiences are standards-driven. Daily focus TEKS will also be posted in classrooms as "We Will" statements.	2.4, 2.5	Principal Assistant Principals	100% of teachers will embed TEKS into lesson plans to ensure standards-driven instruction.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers will include meaningful tasks and products into weekly lesson plan submissions. These tasks will be posted daily in classrooms as "I Will" statements.	2.4, 2.5	Principal Assistant Principals	100% of teachers will embed meaningful tasks and products into daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will include high level questions in weekly lesson plan submissions.	2.4, 2.5	Principal Assistant Principals	100% of teachers will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				

Critical Success Factors CSF 1 CSF 4 CSF 7 4) Teachers will include opportunities for critical writing and academic discussion in their daily lesson plans in order to provide students with opportunities for written and verbal communication.	2.4, 2.5	Principal Assistant Principals	100% of teachers will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression.				
100% = Accomplished ➔ = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: How We Teach: Delivery of Instruction

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

Evaluation Data Source(s) 1: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 1:

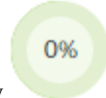
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 3 1) Teachers will utilize Thinking Maps with the Frame of Reference. By increasing rigor, this will ensure that students are able to process key information.	2.4, 2.5, 2.6	Principal Assistant Principals	Students and teachers consistently construct Thinking Maps that utilize the Frame of Reference with fidelity. Data from Daily Impact Walks will show consistent patterns of evidence , 80% of the time, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Principal Assistant Principals	Students and teachers will consistently transfer information from Thinking Maps into critical writing. Data from Daily Impact Walks will show consistent patterns of evidence, 80% of the time, by June 2019.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: How We Teach: Delivery of Instruction

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will implement Framing the Lesson in their daily instruction.	2.4, 2.5, 2.6	Principal Assistant Principals	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 2) Teacher will implement Frequent Small-Group Purposeful Talk (FSGPT) in their 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 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will implement Critical Writing in their 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 2019.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 1: Progress monitor evidence of WFBB expository basic structure in grades K-10 through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student expository writing samples, one in the fall and one in the spring, will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) ELAR teachers will ensure that students are progressing through Write From the Beginning and Beyond (WFBB) expository writing grade level specific goals to ensure that these goals are attained by June 2019. Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.	2.4, 2.5, 2.6	Principal Assistant Principals District Administration supervising: Special Education ESL Instructional Rounds Team	100% of ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of student students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Mandy Musselwhite	Principal
Administrator	Alyssa Seay	Assistant Principal
Administrator	Dennis Hearn	Assistant Principal
Administrator	Denise Dugger	District Level Administrator
Parent	Mioshi Johnson	Parent
Parent	Bobbie Crosslin	Parent
Community Representative	Tanner Partain	Community Representative
Community Representative	Andy Bob Ward	Community Representative
Business Representative	Jonathan Williams	Business Representative
Business Representative	Billie Suchocki	Business Representative
Non-classroom Professional	Brenda Day	Librarian
Classroom Teacher	Lynn Richter	Classroom Teacher
Classroom Teacher	Rickie Hartmann	Classroom Teacher
Classroom Teacher	Kristie Vandergriff	Classroom Teacher
Classroom Teacher	Luke Jennings	Classroom Teacher
Classroom Teacher	Marla Jones	Classroom Teacher
Classroom Teacher	Janie York	Classroom Teacher
Classroom Teacher	Betsy Denny	Classroom Teacher