

Aledo Independent School District

Aledo Middle School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Aledo ISD Mission Statement: Ensuring high levels of learning for all students.

Aledo Middle School 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.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

"Be the Difference"

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Parent and Community Engagement	12
School Context and Organization	13
Technology	14
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	17
Goal 1: How We Teach: Delivery of Instruction	17
Goal 2: Professional Learning Community Actions	19
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.	23
Site-Based Decision Making Committee	28

Comprehensive Needs Assessment

Revised/Approved: September 25, 2020

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 1094 students in grades 7 and 8. The campus staff is comprised of the following members: three campus administrators, 56 general education teachers, six special education teachers, one full time ESL teacher, one part time ESL teacher, two counselors, two instructional specialists, one part-time special education counselor, one part-time intervention counselor, one campus librarian, one diagnostician, one part-time speech therapist, one nurse, one special education instructional facilitator, four office staff paraprofessionals, one school resource officer, one athletic trainer, three special education paraprofessionals, and one ISS paraprofessional.

For the 2020-2021 school year, the student population at Aledo Middle School is 48% female and 52% male. The ethnic breakdown for the current school year is as follows: African American-1.6%; Asian-0.5%; American Indian-0.4%; Two or More Races-5%; White-75.1%; and Hispanic-17.6%. Currently, our economically disadvantaged population is 17.1%. The percent of students receiving special education services is 9% and the percentage of students receiving ESL services is 4.2%.

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 2019-2020 school year was 97.73%. This is a .93% increase from the 2018-2019 school year.

During the first few weeks of the 2020-2021 school year, 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 2020). During this time, instructional staff members reviewed academic, disciplinary, and campus survey data to begin setting campus goals for the upcoming year. In August and September, through weekly Collaborative Team meetings, staff members intensively reviewed data trends to refine academic goals. Staff members also submitted a beginning of the year survey soliciting both strengths and needs of AMS. The Site Based Decision Making (SBDM) Committee worked together virtually to revise the campus plan based on the campus comprehensive needs assessment from September 25 to September 28, 2020. The plan was then shared with the AMS faculty for review and discussion.

The plan will be monitored, reviewed, and revised (if needed) in December, February, and April. Summative evaluation of the plan will be conducted in June.

Demographics Strengths

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.
- According to the beginning of the year survey, 98% of staff feel that campus administration acts on faculty concerns and recommendations and 94% of staff feel there is a sense of unity throughout the campus.
- The campus saw a .93% increase in our attendance rate.

Needs:

- Class sizes are increasing and campus facilities have exceeded functional capacity and are approaching maximum capacity.
- As our student population has grown, we have added additional staff members - several of these teachers travel throughout the day and share multiple classrooms.
- AMS Administration and Counseling Staff will monitor needs of homeless students.
 - Title I for homeless student supplies (\$2,838)
- AMS Administration and ESL teachers will monitor needs of students who are new to the country or within their first 3 years in US schools.
 - Title III Immigrant funds (\$5,275)

Student Achievement

Student Achievement Summary

Aledo Middle School is committed to student achievement and student success. Due to COVID-19 and the absence of 2020 STAAR/EOC data, Aledo Middle School received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Common Assessments were administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designed intervention and extension for students around essential standards.

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.

Failure Report for 2019-2020

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
7 th Grade	14%	9.1%	10.9%	5.2%
8 th Grade	15.8%	24.8%	27%	10.9%

Student Achievement Strengths

Strengths:

- Multiple venues are used to keep parents informed about student progress: Parent Portal, Phone Conferences, Parent Meetings, Utilization of Individual Progress Reports, Report Cards, and Email.
- Increased use of WebEx to host events such as Curriculum Night.
- Continued staff support is offered for all students throughout the school day.
- All students are offered support through Bearcat Base (Content Mastery).
- CAT Time offered daily to provide intervention and extension.
- Eduphoria is beneficial in tracking student progress from year to year.

Needs:

- After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.
- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - Professional learning focused on high yield instructional strategies and instructional programming for ELL students (\$1000)
 - Supplemental materials (\$5000)
- Students not showing mastery will be provided summer school opportunities.

- Title I funds (\$11,993)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): 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:** Potential discrepancy between assessment and instruction; extended school closure contributing to "COVID slide".

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. AMS is committed to making a difference in the lives of all students in order to help them develop academically, socially, and emotionally.

Aledo Middle School's climate is one that fosters relationships, rigor, relevance, and collaboration. Campus morale is positive, but intentional work is being done to provide support, grace, and guidance as teachers are under an increased amount of stress due to changes in instructional delivery, protocols, and other factors surrounding COVID-19. Despite the unique challenges this year has presented, AMS continues to work to build capacity as a Professional Learning Community committed to ensuring high levels of learning for all students. Teachers meet weekly in collaborative teams to design instruction, intervention, and extension centered around essential standards.

AMS is committed to providing exceptional experiences that empower learners for life. Such experiences are provided both inside and outside of the classroom. Students are provided opportunities to participate in Fine Arts, Academics, Athletics, and Student Organizations, The counseling program provides weekly guidance lessons through the Friday Fifteen, Aim for Success, Signs of Suicide (SOS), Play it Safe, and small group counseling. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. A Student Leadership Team has also been established as an additional communication link between students and staff and makes recommendations in regards to instructional needs, building concerns, and creating a positive learning environment.

Please note the following regarding required trainings:

For staff:

All staff are required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is share and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also share with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

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 staff survey at the campus level to obtain feedback.
- Continue staff and student recognition programs (Difference Makers, commUNITY Champions, and Employee of the Month).
- Continue a Year End Awards Ceremony for student awards and recognition.
- Sunshine Committee activities.

Needs:

- There is a need to continue to build a sense of community between AMS staff and families.
- New staff in need of Capturing Kids' Hearts Training.
 - Aledo ISD has designated Title 4 funds (\$20,985) for Capturing Kids Hearts training.

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 Collaborative Teams to plan instruction, disaggregate common assessment data, and engage in professional learning. Teachers are encouraged to attend district level professional learning including "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 2 walk-throughs, 1 formal observation, a pre-conference, and a post-conference. Each year teachers set professional learning goals through the T-TESS system. This year, goals were intentionally set around descriptors from the Rigor, Relevance, and Learner Engagement ICLE rubrics. In addition to goals set through T-TESS, teachers are also working to achieve SMART Goals set forth by their Collaborative Teams. Professional staff not evaluated through T-TESS meet monthly with campus administration to discuss progress toward professional goals and evaluative tasks.

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 Collaborative Team meetings.

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:

- As the student body becomes more diverse, we need to reflect that diversity in our staff.
- Continued professional learning for staff centered around campus instructional goals.
 - Title II Allotment for AMS (\$9,698)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instructional work at AMS is driven by our Aledo ISD 2020-2021 Instructional Focus. Teachers continue to plan collaboratively around content standards and design instructional tasks according to the depth of the standards. Teachers are consistently implementing Thinking Maps and elements of the Fundamental Five including Critical Writing and Focused Small Group Purposeful Talk. Teachers are also working to develop meaningful tasks that are both rigorous and relevant. This year, teacher teams are working collaboratively to develop common formative assessments centered around essential standards in order to create a guaranteed and viable curriculum for all learners. Similarly, teachers are working to provide prescriptive feedback regularly. Lastly, 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. This has been instrumental as we work to build both student and teacher capacity in Canvas.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Teacher team developed YAG for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.
- Ongoing development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material.
- Instructional focus on authentic implementation of Thinking Maps.
- Daily student centered objectives are clearly posted in all classrooms (“We will”, “I will”, and "So That I Can" statements).
- The Fundamental 5 are being implemented throughout all classrooms-primarily focusing on framing the lesson, academic discussion, and critical writing.
- Use of shared drives to facilitate resource sharing, data disaggregation, and collaboration.
- Continued use of Lexia as a supplemental tool for supporting academic growth in Reading and Writing.
- Implementation of IXL as a supplemental tool for supporting academic growth in Math.

Needs:

- Continued professional learning needed regarding high quality formative assessments.
- Continued professional learning needed regarding effective feedback.

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.

AMS has partnered with Brookshire's of Aledo to recognize an Employee of the Month each month.

Parent and Community Engagement Strengths

Strengths:

- Information on campus web-page and social media accounts (Facebook, Twitter, and Instagram) informs parents about opportunities to be involved at AMS.
- Ascender/Parent Portal allows parents quick access to student's academic progress.
- Parent Link for administrators allows for disseminating important information to parents.
- Students and parents receive a weekly update from the principal via email and social media.
- Student participation in community service projects through Student Council, NJHS, and Athletics.

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 our Guiding Coalition, Department Chairs, and Instructional Team Leads. 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, Student Council, National Junior Honor Society, Robotics and Aerospace, UIL Academics, Agriculture/FFA, Cheerleading, and Dance.

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

School Context and Organization Strengths

Strengths:

- Staff updates are disseminated weekly which includes a calendar of events and other relevant “need to know” information.
- Staff is surveyed informally throughout the year.
- Campus web-page is kept current and social media sites (Facebook, Instagram, and Twitter) are also used to communicate with stakeholders.
- Collaborative Team Meetings are conducted weekly.
- Open door policy with administrators.
- Extracurricular activities are increasing each year at AMS.

Needs:

- Feedback from students is limited to informal, daily communication, stressing the need for a formal student feedback system.

Technology

Technology Summary

Aledo Middle School 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, laptop, and iPad. In the past, each classroom was also equipped with at least 5 student devices and teachers had access to carts for whole-class use. However, due to COVID-19 those devices have been distributed to individual students. While many students are able bring their own devices, there are still several students that do not have access to devices for daily instruction. Also, transitioning from Google Classroom to Canvas warrants additional training and resources for both teachers and students.

Technology Strengths

Strengths:

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

Needs:

- Critical need for all students to have access to devices for daily instruction.
- Continued professional learning regarding Canvas implementation and best practices.
 - Title II Allotment for AMS (\$9,698)
- While improving, campus data reflects that students need additional support with digital citizenship and appropriate use of social media.

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: Potential discrepancy between assessment and instruction; extended school closure contributing to "COVID slide".

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Student Data: Assessments

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Community surveys and/or other feedback

Goals





Revised/Approved: September 28, 2020

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo Middle School will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2021.

Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None





<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will utilize high yield formative assessments to obtain daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence 100% of the time.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo Middle School will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2021.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2021. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2021. Staff Responsible for Monitoring: Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo Middle School will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time.

Evaluation Data Sources: Data from Daily Impact Walks and student artifacts from in person and the remote learning environment.

Summative Evaluation: None

<p>Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.</p> <p>Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence 85% of the time, by June 2021.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 100% of Aledo Middle School collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None

<p>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 100% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, 100% of Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams:</p> <p>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. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 100% of AMS collaborative teams will rate at the "Developing" level on Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
No Progress		Accomplished		
		Continue/Modify		
		Discontinue		

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 100% of Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams:</p> <p>Indicator#1: * Have established an annual SMART goal and assess progress toward reaching the goal. * Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p> <p>Strategy's Expected Result/Impact: 100% of collaborative teams at AMS will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Instructional Specialists Principal Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 100% of Aledo Middle School collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams:</p> <p>Indicator#1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *Teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 100% of collaborative teams at AMS will rate at the "Developing" level in indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  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 occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

Evaluation Data Sources: 100% of checked occupied classroom doors will remain opened and locked, and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.

Summative Evaluation: None

<p>Strategy 1: Campus police officers and security personnel will check 10% of each door type at AMS every week and maintain documentation.</p> <p>Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.</p> <p>Staff Responsible for Monitoring: All Campus Staff Campus Police Officer Assistant Principals Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  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 achieve 93% course passing rate for all athletes, at the end of each nine weeks reporting period, throughout the school year, by monitoring individual student grades by June 2021.

Evaluation Data Sources: 93% of student athletes pass all courses at the end of each nine weeks reporting period by June 2021.

Summative Evaluation: None

<p>Strategy 1: Each Head Coach/Assistant Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.</p> <p>Strategy's Expected Result/Impact: 93% of student athletes will pass all courses at the end of each nine weeks reporting period by June 2021.</p> <p>Staff Responsible for Monitoring: Athletic Coordinator Coaching Staff Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June






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: District communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

Evaluation Data Sources: COVID positive case notification letters, quarantine notification letters, district dashboard

Summative Evaluation: None

<p>Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day.</p> <p>Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day.</p> <p>Staff Responsible for Monitoring: Nurse Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  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 4: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

Evaluation Data Sources: Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly Reports from the custodial app

Summative Evaluation: None

<p>Strategy 1: 1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.</p> <p>Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.</p> <p>Staff Responsible for Monitoring: Assistant Principals Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Principal	Mandy Musselwhite	Principal
Administrator	Alyssa Seay	Assistant Principal
Administrator	Michael Diaz	Assistant Principal
Administrator	Lynn McKinney	Deputy Superintendent
Parent	Ryan Isaacs	Parent
Parent	Don Bainbridge	Parent
Community Representative	Sarah Myser	Community Member
Business Representative	Jonathan Williams	Business Representative
Classroom Teacher	Lynn Richter	Classroom Teacher
Classroom Teacher	Rickie Hartmann	Classroom Teacher
Classroom Teacher	Kristie Vandergriff	Classroom Teacher
Classroom Teacher	Paula Vidaurri	Classroom Teacher
Classroom Teacher	Selecia Watson	Classroom Teacher
Classroom Teacher	Matt Adams	Classroom Teacher
Non-classroom Professional	Jennie Andrews	Librarian