

Aledo Independent School District
Daniel Ninth Grade Campus
2022-2023 Campus Improvement Plan



Mission Statement

Daniel Ninth Grade Campus exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Don R. Daniel Ninth Grade Campus is the only campus serving ninth-grade students in Aledo Independent School District. The motto at Daniel Ninth Grade is "The Beginning of Something Great," and our teachers and staff are dedicated to fostering a strong start to our students' high school years through involvement in extracurricular and co-curricular activities, clubs and leadership opportunities, and practicing high-impact work and study habits inside and outside of the classroom. The systems in place for meeting campus and individual student achievement goals include cross-disciplinary writing, interactive technology, Thinking Maps, Write From The Beginning and Beyond, Workshop Model, formal and informal assessments, small group differentiated instruction, student-driven learning, and weekly collaborative team meetings.

Our current total student population at Daniel Ninth Grade (as of September 2022) is 608 students. The campus staff is comprised of the following members: two full-time campus administrators, one part-time campus administrator, thirty-two general education teachers, three special education teachers, one nurse, one counselor, three office staff paraprofessionals, two instructional paraprofessionals, and one campus police officer. Shared staff with Aledo High School and Aledo Middle School includes 26 general education teachers, one librarian, two special education teachers, two intervention specialists, one special education counselor, one ESL teacher, one diagnostician, two intervention counselors, and one ISS paraprofessional. Additional student demographic information is outlined in the chart below.

DNG Demographics Summary	
Female	54%
Male	46%
White	74.29%
Hispanic	16.96%
American Indian	< 1%
African American	2.80%
Asian	< 1%
Multi-Racial	4.94%
Economically Disadvantaged	17.88%
Special Education	8.29%

DNG Demographics Summary	
Emergent Bilingual	2.60%

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth-grade students during their 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.

The Comprehensive Needs Assessment (CNA) and Campus Plan were developed over a series of two workshops (9/19/2022 and 9/20/2022). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT Participation Data, and Instructional Focus 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 September 30, 2022, 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, February, April, and June.

Demographics Strengths

Strengths:

- DNG has a highly qualified faculty focused on achieving academic excellence and meeting the needs of all students.
- Additional faculty/staff was added to address the growing student population and instructional needs.
- Small learning community concept (one grade level) allows the campus to implement innovative programs and initiatives.
- The faculty continuously evaluates instructional practices through the professional learning community model and seeks innovative methods to meet the needs of all students.
- Campus culture is supportive and committed to a shared vision and goals.

Needs:

- We need to continue planning for future growth in the district.
- Class sizes are increasing and additional staffing will be needed in order to accommodate our growing student body.
- We need to create and build relationships with new DNG families.

Student Achievement

Student Achievement Summary

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. Common Assessments are administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers who are organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designate intervention and extension for students around essential standards. Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied ongoing assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They develop a sense of collective responsibility through weekly targeted interventions and extensions during Flex. Teachers work to build relationships with their students so they know their strengths and needs. Data utilized in identifying needs are state assessment data including student group disaggregation, grade reports, teacher input, discipline data, Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, and PSAT data. Open enrollment is offered for ninth-grade students to enroll in the AP Human Geography course. Total enrollment was 215 students and 82% of those students participated in the end-of-course AP Human Geography exam in May 2022. The 2021-2022 College Board AP data shows the average score for Aledo ISD AP Human Geography testers was 2.62 compared to the State average of 2.37. Eighty-eight Aledo ISD AP Human Geography testers earned a score of 3 or higher making those students eligible to receive college credit.

Don R. Daniel Ninth Grade Campus				
English I - 2022 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	561	91%	85%	34%
African American	5	60%	40%	40%
Hispanic	105	85%	77%	25%
White	420	93%	87%	34%
Asian	5	100%	100%	60%
Two or More Races	25	92%	88%	52%
Economically Disadvantaged	76	72%	63%	17%
Emergent Bilingual	8	25%	25%	0%
Special Education	34	50%	32%	6%

Don R. Daniel Ninth Grade Campus				
Algebra I - 2022 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	357	88%	57%	28%
African American	*	75%	50%	0%
Hispanic	82	85%	48%	15%
White	255	89%	60%	32%
Two or More Races	14	86%	71%	36%
Economically Disadvantaged				
Economically Disadvantaged	65	77%	34%	9%
Emergent Bilingual				
Emergent Bilingual	6	67%	50%	0%
Special Education				
Special Education	39	51%	15%	0%

Don R. Daniel Ninth Grade Campus				
Biology I - 2022 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	554	99%	89%	54%
African American	5	100%	40%	20%
Hispanic	102	98%	83%	43%
White	416	99%	91%	57%
Asian	5	100%	100%	60%

Don R. Daniel Ninth Grade Campus				
Two or More Races	25	100%	96%	52%
Economically Disadvantaged	75	96%	68%	25%
Emergent Bilingual	8	100%	38%	0%
Special Education	33	88%	36%	6%

AP Human Geography - 2022 Advanced Placement Testing Performance						
No. Students Enrolled in Course	Students Tested	Score of 3+	2022 AISD Avg. Score	State Avg.	Global Mean	2021 AISD Avg. Score
215	82%	50%	2.62	2.37	2.7	2.63

Student Achievement Strengths

Strengths:

- Increase in participation in AP courses and AP exams and student scores with similar performance to last year.
- Teachers incorporate critical writing and high-yield formative assessments into daily lessons.
- Use of MAP assessments in RLA and Algebra for monitoring individual skill levels for each student and developing targeted interventions for students.

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, individual and collective progress, and relevant, high-impact learning experiences are planned for during this time.
- Specific student intervention and extension time (Flex time) is offered four days a week to provide intervention and extension.
- Students meet in Advisory classes one day each week for academic seminars, student advisement for academic goals, and protected time to address campus-wide student needs

Federal funding will be utilized as follows:

- Title IA: \$1,420: supplies for homeless students
- Title IC: \$2,541: Migrant Shared Service Agreement with Region 11
- Campus Title II funds in the amount of \$4,443 will be utilized for professional learning for all staff
- District Title III funding of \$19,880 will be utilized for supplies, tutoring, and professional learning
- District Title IV funds in the amount of \$11,833 will be utilized for activities to support safe and healthy students
- ESSER Funding to provide tutorials for students with learning loss - \$7,000

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.
- There is a discrepancy in English Language Learners' achievement on the English I EOC that is not present in the Biology and Algebra I EOC data. Our ESL program has created a new class (English Language Development and Acquisition) to support newcomers and language acquisition.
- A targeted plan to encourage a higher percentage of AP students to sit for the AP Human Geography Exam.
- Use of MAP data to track student progress and meet the goal of gaining a year's growth in English and Math in order to close achievement gaps between subgroups and meet grade-level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not a consistent implementation of instructional design that provides for multiple strategies to maximize student engagement. **Root Cause:** Inconsistent campus-wide classroom procedures and routines resulting in limited learner engagement and divergent student outcomes misaligned with the intended instructional design.

School Culture and Climate

School Culture and Climate Summary

The Daniel Ninth Grade campus strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character, and behavior. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, positive, and enjoyable learning environment for students. Daniel Ninth Grade Campus is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students.

As a campus, strong relationships among staff, students, and families are the foundation of our campus culture. The guidance program provides academic seminars, Signs of Suicide (SOS) Program, Start with Hello Program, unplugged lunch, character development through the Positivity Project, 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 advisory committee works closely with our staff leadership as an additional communication link between students and faculty to make recommendations in regard to instructional needs, campus concerns, student interest topics, student climate, and creating a positive learning environment.

Daniel Ninth Grade Campus has implemented student recognition through DNG Bearcats of Character to ensure students are recognized across the campus for their positive behaviors. Our students are our focus and the most important people in the school environment. Student leadership opportunities are available for our students within the classroom and through school-wide programs such as Student Council, Leading Ladies, the Student Advisory Committee, and Student Ambassadors.

Our staff is recognized weekly through a Friday "Cheers" bulletin that allows faculty & staff to give accolades for outstanding actions observed throughout the week. We have a staff member of the month recognition program in which faculty and staff nominate a team member for excellence in the workplace.

We also have a Guiding Coalition, comprised of teacher leaders, which will routinely check the pulse of the campus, both instructionally and culturally, and make decisions for our campus.

Please note the following regarding required training:

For staff:

All staff is required to complete the annual 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 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. Students always have access to our school counselor 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 shared, and previews of student content are available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared 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:

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- All staff work together to create a safe learning environment for students.
- The campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- Campus focuses on learning for all students as evidenced by a redefined focus and implementation of Flex.
- Teachers are flexible and are willing to take risks.
- Parents, students, and staff have the opportunity to provide campus-specific feedback in the fall and spring semesters.
- Student organizations such as Leading Ladies, Student Ambassadors, and Student Council facilitate projects and programs that promote a positive school culture.
- The school counseling program seeks input from staff, students, and parents through needs assessments to develop activities and lessons to promote a positive climate throughout the school.

Needs:

- Implementation of additional student recognition opportunities throughout the school year.
- Continue to implement campus-wide safety procedures and practices.
- Title IV funding (\$21,328) will be allocated for staff members to engage in professional learning opportunities.

**Note: The dollar amount represents funds shared between all AISD campuses.*

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the Daniel Ninth Grade administration to recruit and retain highly qualified staff. All DNG teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is a part of the Daniel Ninth expectation. As part of the PLC process, staff will be provided support and encouragement as they meet the needs of every student, every day. 90% of our staff are returning Daniel Ninth Grade staff members. We have 9 new staff members who are new to Aledo ISD, 5 of which are new-growth positions.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- The professional staff is 100% highly qualified.
- Professional Learning is provided to develop new ideas that promote student success.
- Intervention Specialists provide Tier 2 and Tier 3 support to struggling students.
- New Teacher candidates are interviewed by a committee of teachers and come prepared to show a sample lesson.
- Staff is provided with learning opportunities through relevant Just in Time training.
- Teachers will have opportunities to attend PLC training.
- All 0-3 year experience teachers who are new to Aledo are assigned a Mentor Teacher for their first year in the district.
- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success.

Needs:

- Teachers are recognized for their accomplishments and contributions.
- Continued professional learning for staff centered around campus instructional goals.
 - Title 2 Allotment for DNG (\$4,443)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Daniel Ninth grade campus is working to support the District Instructional Focus for the 2022-2023 school year. Teachers are implementing the Workshop Model with a focus on rigor and relevance to address the District and Campus Problems of Practice.

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. The instructional and curriculum specialists facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Teachers are also working to develop clear routines and procedures that yield active participation and learner engagement. We are highly focused on instructional design that provides for multiple strategies to maximize learner engagement. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension. The T-TESS process is utilized to facilitate teacher growth.

Our teachers integrate the use of technology into instruction by including Promethean Boards, Teacher iPads, student devices, WebEx, Eduphoria, Canvas, and other interactive applications. Teachers have been trained in *The Fundamental 5* Instructional Strategies, Thinking Maps, technology integration, and the workshop model and are implementing them into instruction.

Pre-AP and AP teachers have been trained and are utilizing the College Board Pre-AP and AP Classroom resources. AP Classroom and Albert IO are additional instructional resources available to teachers and students.

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

- The campus is implementing inclusion within the English I, Algebra I, and Biology classrooms.
- Teacher teams developed Year-at-a-Glance (YAG) documents for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.
- Daily Impact Walks and T-TESS walkthroughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- Daily student-centered objectives are clearly posted in all classrooms (“We will”, “I will”, and "So That I Can" statements).
- The campus offers a high number of courses and endorsement pathways for students.

- Use of shared drives to facilitate resource sharing, data disaggregation, Collaborative Team Agendas, meeting minutes, and common lessons.
- Use of MAP testing data as a supplemental tool for tracking student skill progress and supporting academic growth in Math and Reading.

Needs:

- Continued professional learning is needed for Workshop Model.
- Continued professional learning is needed regarding Rigor, Relevance, and Learner Engagement rubrics.
- Continued professional learning is needed regarding high-yield instructional strategies and practices
- Continued professional learning is needed regarding high-level questioning and academic discussion

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our campus STAAR scores in Algebra I have not regained the success measures experienced since Pre-COVID. While the approaches, meets, and masters percentages have shown gains from the 2021 to 2022 school year, the data indicates our students have gaps in foundational math skills. **Root Cause:** Rapid campus growth and larger class sizes populated with students with diverse learning needs and readiness skills due to various degrees of COVID learning loss.

Parent and Community Engagement

Parent and Community Engagement Summary

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. We encourage participation by providing various opportunities for involvement such as parent/student orientation, An Evening with the Arts, 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 are ways the campus is trying to increase communication and transparency. Teachers also utilize Remind, Canvas, and other resources to keep parents informed.

The campus counseling team works closely with AdvoCats to support our economically disadvantaged students with their needs during the year. The campus partners with PTO to provide support and resources to students and teachers throughout the school year. The parent volunteer program was restored this year and parents were trained to volunteer for support roles within our campus. We will continue to hold volunteer trainings throughout the school year to provide additional involvement opportunities for our parent/guardian group.

DNG has also built partnerships with community businesses to support teachers and students. Specifically, DNG has partnered with ARK Family Dentistry to recognize a teacher of the month.

We hosted a Parent Orientation/Open Campus event, The Bearcat Experience/Curriculum Night, and the Info Expo. Weekly parent newsletters provide direct resources for parents to best support their students academically at home.

Parent and Community Engagement Strengths

Strengths:

- Parent eNewsletter provides detailed and timely information to keep parents well-informed on a weekly basis.
- Ascender/Parent Portal allows students and parents quick access to students' academic progress.
- Blackboard for administrators allows for disseminating important information to parents.
- Personal Graduation Plan meetings provide a mid-year check-in with every parent to keep them involved in their student's four-year planning.
- Student organizations and extracurricular activities provide community service opportunities for students.

Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups.

School Context and Organization

School Context and Organization Summary

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. The campus' Guiding Coalition is comprised of teacher leaders, instructional specialists, and administrators that evaluate effectiveness and facilitate necessary changes for campus improvement.

Teachers also play an active role in decision-making at Daniel Ninth Grade Campus as the administration meets regularly with small groups, departments, individuals, and the faculty as a whole. Our Guiding Coalition has been developed to help make campus-wide decisions regarding growth and improvement. They are given a voice as they play a vital role in curriculum writing and program selection and implementation. Core content areas meet weekly in collaborative teams to engage in work that directly impacts student learning. The campus continues to strengthen our teaming in the PLC at Work process in an effort to ensure high levels of learning for all students.

Students are offered multiple career pathway options through the five endorsements that are available at DNGC. They have various course options and extracurricular opportunities available to them. The advanced academics program continues to grow and provide new opportunities for students.

School Context and Organization Strengths

Strengths:

- The creation of a Campus Guiding Coalition has resulted in campus-wide decision-making, program development, and campus improvement.
- Collaborative team meetings are made possible during the school day due to common department planning times.
- Staff updates are shared weekly which includes a calendar of events and other relevant “need to know” information.
- Frequent feedback from staff is used to identify areas for refinement and explore creative solution-focused systems.
- Students have a wide variety of CTE courses to explore.
- Staff members offer high-interest and relevant clubs and activities (for example; STEAM Studio, Science Labs, Leading Ladies, Student Council, HOSA, Book Club, etc.)
- Staff is surveyed informally to gain feedback and gauge areas for growth and refinement throughout the year and formally once per year.

Needs:

- Continued parent and student education for the course selection process, available endorsement pathways, and graduation requirements.

Technology

Technology Summary

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, a Laptop Computer, and a Teacher iPad. Using both "Bring Your Own Device" and district-provided Chromebooks, all students have access to a personal device for instructional purposes.

Software programs such as Odysseyware, Eduphoria, Planbook.com, Google Apps for Education, GoGuardian, and Canvas are utilized by faculty and students on a regular basis.

Teachers utilize the Canvas Learning Management System (LMS) to incorporate blended learning strategies into the instructional design.

The campus has a music tech room, two computer labs, an engineering lab, a STEAM studio, a robotics studio, a lecture hall, and a library outfitted with educational and content-specific technology/tools and Promethean Board. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

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.

Technology Strengths

Strengths:

- Teachers are embedding the use of digital learning tools to maximize student learning experiences.
- All students have a district-provided or personal device to utilize on a daily basis.
- Students are showing increased proficiency with navigating and utilizing tech apps used in both professional and post-secondary institutions.
- Professional learning is provided regularly including teacher tech tips and teacher superusers for certain programs for those with questions to contact.

Needs:

- Ensuring all students have a working knowledge of the LMS and are able to interact with content within the LMS.
- Continued student instruction for digital citizenship and appropriate use of technology.

- Equipping students with necessary technical skills such as composing and responding to emails and Google Suite tools.
- While we have a large majority of the students who have checked out a district device, all students are not required to utilize a school district device which creates monitoring limitations.
- Students are required to use a District Chromebook for State testing and campus common assessments which is an obstacle that must be addressed every testing date with students who have chosen not to check out a District device.

Priority Problem Statements

Problem Statement 1: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not a consistent implementation of instructional design that provides for multiple strategies to maximize student engagement.

Root Cause 1: Inconsistent campus-wide classroom procedures and routines resulting in limited learner engagement and divergent student outcomes misaligned with the intended instructional design.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- 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) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices





Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Daniel Ninth Grade Campus will implement district-identified best instructional practices that include daily evidence of high-yield formative assessments, 100% of the time, by June 2023.

Evaluation Data Sources: Data from Daily Impact Walks





Strategy 1 Details	Reviews			
<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 consistently utilize high-yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities such as learning lunches and Just in Time Training to learn new strategies for implementation.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.</p> <p>Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Daily Impact Walk Data will be shared with the faculty once a month to provide performance feedback.</p> <p>Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Department Chairs</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Daniel Ninth Grade Campus 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 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<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 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<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 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided continuous feedback regarding on-target implementation and missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration. Strategy's Expected Result/Impact: Teachers will be better informed to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Daniel Ninth Grade Campus will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023.

Evaluation Data Sources: Daily Impact Walks





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided continuous feedback regarding on-target implementation and missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration.</p> <p>Strategy's Expected Result/Impact: Teachers will be better informed to make instructional adjustments based on the feedback received.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Faculty will participate in district instructional rounds.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of the Learner Engagement rubric and gain strategies from their observations.</p> <p>Staff Responsible for Monitoring: District C&I Team, Campus administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of Daniel Ninth Grade 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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will: 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: 86% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Team Leader training will be provided and CT organizational systems and strategies will be shared across content areas. Strategy's Expected Result/Impact: Collaborative team leaders will be empowered and equipped to guide their teams. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists.</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative Team Leaders and core content Department Chairs will attend the PLC at Work Institute. Strategy's Expected Result/Impact: Collaborative team leaders will be empowered and equipped to guide their teams. Staff Responsible for Monitoring: Campus Administrators & CT Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The master schedule will continue to be built with intentionality; increasing the number of collaborative teams that have time built into their schedule for collaborative team meetings. Strategy's Expected Result/Impact: Teams will have common planning time built into their schedule. Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions.</p> <p>Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the Daniel Ninth Grade Campus 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





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *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: 85% of collaborative teams will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative team members will develop roles and responsibilities; sharing the workload. Strategy's Expected Result/Impact: Collective responsibility will be developed within the team. Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions. Strategy's Expected Result/Impact: Team collaboration will be focused on student learning. Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders, Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the Daniel Ninth Grade collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 77% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress. Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams. Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Teams</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

Evaluation Data Sources: Paraprofessional turnover rate of less than 25% for the 2022-2023 school year.





Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop a pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a monthly campus paraprofessional recognition program to celebrate and honor individual commitment, hard work, and excellence.</p> <p>Strategy's Expected Result/Impact: Provide specific recognition and boost morale.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

Evaluation Data Sources: Volunteer data reports, attendance at parent events, participation of parents in campus/district committees, and Panorama family survey data will be monitored during the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data on the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <p>Parents are too busy; School staff seem too busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern.</p> <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a parent volunteer program that includes opportunities to volunteer throughout the campus on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Create opportunities for parent input and feedback such as surveys, focus groups, coffee talks, etc.</p> <p>Strategy's Expected Result/Impact: Increased parent connection and engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

Evaluation Data Sources: External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year. Daily campus police officer checks, reported via google survey to the Chief of Police, will document 100% of identified doors being locked by June 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct Standard Response Protocol training for all students, staff, and volunteers and conduct regular safety drills.</p> <p>Strategy's Expected Result/Impact: Higher level of preparedness and confidence in safety systems.</p> <p>Staff Responsible for Monitoring: Campus Administrators, AISD Police Officers</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Implement daily internal and external door audits to ensure all doors are secure. Strategy's Expected Result/Impact: Increased level of safety and security. Staff Responsible for Monitoring: Campus Administrators, Campus Police	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implement the enforcement of our student ID badge accountability system with fidelity. Strategy's Expected Result/Impact: Students will wear their ID badges and be identifiable. Staff Responsible for Monitoring: Campus Faculty & Staff	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Over the 2022-2023 and 2023-2024 school years the percentage of graduates that meet the criteria for College Career Military Readiness will be tracked as this is a 2-year indicator with accountability lagging by 1 year and will increase from 73% in 2022 to 85% for the 2024 accountability.

Evaluation Data Sources: OnRamps enrollment and pass rates; AP enrollment and exam pass rates; dual credit completion; TSI pass rates; data rate completion of TSI substitute courses; military enlistments; pass rate industry-based certifications; level I and level II certification completions, increase percentage of completer status in CTE pathways.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Increase OnRamps course offerings and enrollment by 30%. B. Maintain AP enrollment and the percentage of students who sit for exams. C. Create a strategic TSI testing plan for AHS students to include student identification, preparation, testing and re-testing. D. Implement a TSI test substitute course. E. Increase opportunities for industry-based certifications through existing pathways by 20%. F. Create new pathways that will include opportunities for industry-based certifications from 11 to 14 pathways. G. Remove barriers to incentivize students to prepare and sit for level I and level II certifications. H. Work with a CTE advisory board and CTE student advisory board to provide input to the district on how to best communicate the advantages of the completion of and encouragement to participate in CTE pathways. I. Obtain software to assist in real-time data tracking of CCMR status.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for College Career Military Readiness to 73% in 2022 and to 85% for the 2024 accountability.</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator Director of CTE Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Student and Community Programs Director of Assessment and Accountability Executive Director of Student Services High School Administration High School Counseling Staff AP, Dual-Credit, OnRamps, and CTE Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host AP Saturday review events and practice AP exams for AP Test preparation.</p> <p>Strategy's Expected Result/Impact: An increase in the percentage of students receiving a 3 or higher on AP Exams</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Administrators, AP Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement the use of AP Classroom and Albert IO as an AP progress monitoring and test preparation resource. Strategy's Expected Result/Impact: An increase in the percentage of students receiving a 3 or higher on AP Exams Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Administrators, AP Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Principal	Carolyn Ansley	Administrator
Classroom Teacher	Kim Cox	Classroom Teacher
Classroom Teacher	Elisha Woodson	Classroom Teacher
Classroom Teacher	John Robertson	Classroom Teacher
Business Representative	Ali Kovach	Business Representative
Business Representative	Janet Coble	Business Representative
Community Representative	John Flores	Community Representative
Community Representative	Susan King	Community Representative
Classroom Teacher	Valerie Redding	Classroom Teacher
Classroom Teacher	Randall Bruton	Classroom Teacher
Paraprofessional	Lisa Dansie	Library Aide
District-level Professional	Earl Husfeld	Chief Financial Officer
Parent	Angela Krall	Parent Representative
Parent	Angele Hamilton	Parent Representative
Non-classroom Professional	Mandy Fernihough	Counselor