

Aledo Independent School District
Aledo High School
2022-2023 Campus Improvement Plan



Mission Statement

Aledo High School exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

Aspire to Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo High School is the only high school campus in Aledo Independent School District in Aledo, TX. The student population at AHS is 1607. There are 580 tenth-grade students, 483 eleventh-grade students, and 530 twelfth-grade students. Daniel Ninth Grade Campus students also take various elective courses at AHS. Additional demographic information is outlined in the chart below. The campus has 134 full-time instructional professional staff members and shares an additional 3 instructional professional staff members with Daniel Ninth Grade Campus. We also have 24 additional support staff members.

| Demographic | Percentage |
|------------------------------------|-------------------|
| White | 75.23% |
| Hispanic | 16.5% |
| African American | 1.8% |
| Asian | 1.1% |
| Multi-Racial | 4.3% |
| American Indian | 0.2% |
| Completion Rate - 479 (2022 Grads) | 99% |
| Economically Disadvantaged | \$15.7% |

The CNA and Campus Plan were developed over a series of two workshops (9/20/22, 9/27/22). 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/SAT/ACT

Participation Data, and Instructional Focus Data. The previous year's needs 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 27, 2022, and shared with the faculty for review and feedback.

The plan will be monitored, reviewed, and revised at Campus Improvement Committee meetings in December, February, April, and June.

Demographics Strengths

- The campus has a low discipline referral rate.
- Additional faculty/staff was added to address the growing student population and instructional needs.
- There is a high level of student involvement in extracurricular activities and support from the community.
- The campus has low student retention and dropout rates.
- A high percentage of students have access to resources and support at home.

Needs

- Parent engagement within the Hispanic and Economically Disadvantaged populations is lower than that of all students.
- There is an increased need for ESL instructional strategies and resources to meet the needs of this growing population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus sub-populations consistently score lower on state assessments than all students. **Root Cause:** Lack of resources.

Problem Statement 2: The school is experiencing rapid growth that is putting a strain on resources; ex: classroom space. **Root Cause:** Excellent reputation and residential and commercial growth within the district.

Student Achievement

Student Achievement Summary

At Aledo High School, academic achievement is a high priority for all stakeholders. AHS earned an overall "A" accountability rating from the State and performed within Quartile 1 when compared to like schools in the categories of AP Exam Results and Dual Credit Completion. Eighty-eight percent of students achieved *Approaches Grade Level*, Seventy-nine percent achieved *Meets Grade Level*, and twenty-three percent achieved *Masters Grade Level* on the English II STAAR End-of-Course-Exam. On the US History STAAR End-of-Course Exam, ninety-seven percent of students achieved *Approaches Grade Level*, eighty-nine percent achieved *Meets Grade Level*, and sixty-eight percent achieved *Masters Grade Level*.

Faculty, staff, parents, and students value and maintain high standards for achievement. Students are provided 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 are developing 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. Additionally, the campus has two intervention specialists that are leading intervention efforts and coordinating daily reading and math intervention opportunities for students.

College Board AP data revealed that over 65% of the students who took an AP exam scored a 3 or higher making them eligible to receive college credit. Ninety-six students were recognized as AP Scholars, 36 as AP Scholars with Honors, and 67 as AP Scholars with Distinction; all were an increase from 2021. In addition, AHS had 2 National Merit Semi-finalists, and 16 National Merit Commended Scholars (more than twice the number of commended scholars as in 2021). An additional 117 AHS students were also recognized as College Board National Recognition Program Scholars (African American, Hispanic, Indigenous, and/or Rural and Small Town Scholars). This is a 200% growth in the number of National Recognition Program Scholars from 2021-2022.

Data included in identifying needs are state assessment data including student group desegregation, grade reports, teacher input, discipline data, Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, and PSAT/SAT participation.

Student Achievement Strengths

- There was an increase in participation in AP exams and student scores remained steady.
- There was an increase in participation in advanced academic courses including AP, PAP, On-Ramps Dual Enrollment, and Dual Credit.
- There was an increase in the number of nationally recognized students from 2021 to 2022.
- We have a structured time to focus on student intervention and extension.
- Aledo High School provides all sophomores with the opportunity to take the PSAT and all seniors with the opportunity to take the SAT during the school day.
- Teachers use data to address weaknesses in achievement through collaborative team meetings each week.

Needs:

- Title III funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas: staff development with a focus on serving EL students, supplemental materials, and tutoring for EL students (\$19,880).
- Title I funding will be utilized to provide services to students in the following areas: homeless student supplies (\$2,541)
- Title I funding will be utilized to supplement summer school offerings for EOC and dyslexia students as follows: summer school personnel, summer school transportation, and summer school materials.

- Students categorized as Limited English Proficient (LEP), special education, and economically disadvantaged student STAAR performance in English II and US History is notably lower than all students.

*Note: Dollar amounts refer to district-wide funds.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While participation in advanced academics is on the rise, there are still students who should be participating in those courses. **Root Cause:** Student motivation/engagement.

Problem Statement 2 (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:** Lack of intentional Tier 1 student training regarding academic and social behaviors, and not enough emphasis on intentional lesson design.

Problem Statement 3: There is a significant achievement gap related to our special education students compared to our general education population on the state assessment. **Root Cause:** Special education students are lacking some prerequisite skills and require more intensive Tier II and Tier III instruction.

School Culture and Climate

School Culture and Climate Summary

Aledo High School is developing a culture of excellence. The climate is one that fosters relationships, relevance, and collaboration. AHS has a culture of success that must be maintained and built upon each year. We have experienced great success in fine arts, student organizations, academics, and athletics over the years and it is a tradition that each group wants to continue to build upon. In response to student survey data, the faculty and staff are collectively committed to establishing connections and building relationships with students and one another.

AHS 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 daily and teachers are working collectively to provide these opportunities to students. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students. Team-building exercises were built into teacher in-service to support the development of a high-performing team.

The counseling program provides academic seminars, SOS Signs of Suicide, guidance lessons, small group counseling, and character education. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. These Ambassadors facilitated our first New Student Orientation and continue to welcome new students and do other special projects on campus.

Administrators hosted Student Success Seminars within the first 3 weeks of school to establish expectations and a campus climate that is conducive to learning.

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

School Culture and Climate Strengths

- AHS has a collaborative culture where teams of teachers work together to ensure high levels of learning for all students.
- The instructional focus has remained the same for many years; resulting in alignment and faculty commitment.
- Most parents view school as a positive, supportive learning community.
- The school has effective safety plans.
- Involvement in campus activities is a huge strength; both in competitiveness and participation.
- Campus administration is making an intentional effort to maintain systems and structures to support the expectation of excellence as the campus grows rapidly.

Needs:

- Title IV funding (\$11,328) will be allocated for staff members to engage in professional learning opportunities.

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student wellness learning opportunities are not always engaging, relevant, and age-appropriate. **Root Cause:** Limited curriculum and program resources.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aledo High School is comprised of veteran and new staff members that are all committed to student excellence. Teachers new to AHS participate in a campus New Teacher Induction Program where they meet once a month for training and orientation. Teacher mentors are assigned to new staff with less than 3 years of experience to support their transition into the profession and to AHS and also meet with them monthly.

Aledo High School is a learning community made of up 158 faculty and staff members. All Teachers have a bachelor's degree and are fully certified to teach their assigned courses. Many teachers also have their Master's degrees. Additionally, several teachers serve as College Board AP Graders.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Professional learning is a part of the campus culture and is incorporated regularly. Teacher leaders have the opportunity to provide professional learning for their peers., and Just-in-Time training opportunities will be offered throughout the year. Teachers are engaging in the PLC at Work Conference and AP Summer Institutes on a rotational basis. Opportunities to build relationships are provided through various social gatherings, and team-building activities were built into Teacher In-Service to facilitate the development of a high-performing team.

Teachers are evaluated through the T-TESS appraisal system and develop two professional goals annually. Administrators conduct 2 formal walkthroughs and a full observation to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walkthroughs to monitor the implementation of the district instructional priorities.

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

Staff Quality, Recruitment, and Retention Strengths

- Each teacher is a part of an assigned department for support, connection, collaboration and team-building.
- New teachers are provided a mentor and are a part of the campus and district New Teacher Induction Programs.
- Professional Learning is a part of our culture; teachers are provided opportunities to grow and improve.
- There is a high level of faculty participation in extensive professional learning opportunities: AP Institutes, AP Grading, and OnRamps Institute.
- Salary increases and the district's reputation have a positive impact on the recruiting process.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.

Needs:

- Title II funds (\$12,438) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.
**Note: The dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*
- Teachers are leaving the profession at a higher rate each year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The faculty and staff retention rate has decreased over the past two years. **Root Cause:** Educational challenges and expectations have increased over the last

two years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Aledo High School 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 Problem 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. Curriculum specialists also 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 also participate in curriculum writing and curriculum mapping where they identify essential standards and develop common assessments.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, teacher iPads, student devices, Eduphoria, Canvas, and other applications. Teachers have been trained in the Workshop Model, Thinking Maps, Canvas, and other technology integration that they are implementing into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

Pre-AP and AP teachers have been trained and are utilizing the College Board Pre-AP and AP Classroom resources. The OnRamps teachers participated in a 2-week training course to equip them to facilitate OnRamps dual enrollment courses. 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 data, and vertical alignment.

Curriculum, Instruction, and Assessment Strengths

- There is a common instructional focus across the district and campus.
- Professional learning opportunities are directly related to the instructional focus.
- Collaborative teams are continuing to align instruction and assessment through the development of essential standards and common assessments.
- Learning walks allow campus-wide data to be collected and shared with the faculty to increase the implementation of the instructional priorities.
- A focus on student-driven learning is increasing student engagement and relevance.
- We have strong CTE programs that provide many opportunities for students to study areas of interest.

Needs:

- Title II funds (\$12,438) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.
**Note: The dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*
- Teachers are not yet implementing the district instructional focus non-negotiables at the target level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our campus STAAR scores in English II and US History are on a decline in Meets and Masters. **Root Cause:** Campus growth, class sizes, and lack of

changes in instruction to meet the needs of changing students.

Problem Statement 2: The AP & On-Ramps US History curriculum timelines do not align with that of on-level US History resulting in challenges related to the STARR EOC assessment. **Root Cause:** The on-Level US history course follows TEKS curriculum while the college courses do not.

Parent and Community Engagement

Parent and Community Engagement Summary

Aledo High School believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as new student orientation, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, a parent volunteer program, mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Major Clarity, weekly newsletters, and Facebook are ways the campus is trying to increase communication and transparency. Teachers are also utilizing Canvas, Remind, and other resources to keep parents informed.

The campus partners with PTO to provide support and resources to students and teachers throughout the school year. Additionally, a parent volunteer program was started this year. Parents attended a campus training and are volunteering in the front office and library.

Additionally, we host various parent events including Curriculum Night, the Info Expo, Just for Juniors, Senior Summit, Free Application for Federal Student Aid (FASFA) Night, Dual Credit Info Night, AP Registration Summit, and Advanced Academic Night. Parent newsletters also provide direct resources for parents to best support their students academically at home.

AdvoCats also continues to support our economically disadvantaged students with their needs during the year.

Parent and Community Engagement Strengths

- There is strong communication from the district and schools to parents on a weekly basis.
- Support from local businesses by providing resources and/or financially supporting the school district.
- Individuals outside of the community believe that we have highly effective schools resulting in rapid growth.
- Excellent parent and community involvement/presence at all student activities and support for student needs.
- Student organizations and extracurricular activities provide many community service opportunities for students.

Needs:

- Parent involvement decreases as students enter and progress through high school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While parents may feel informed and connected with the school as a whole, they are disconnected from what is happening during the school day within classrooms. **Root Cause:** Lack of intentional sharing on social media and direct teacher-to-parent communication.

Problem Statement 2: Parental involvement of our economically disadvantaged and ESL families is lower than that of our overall population. **Root Cause:** Families within these sub-populations are not as connected to the school community.

School Context and Organization

School Context and Organization Summary

Aledo High school is the only high school in Aledo ISD. It serves students in grades 10-12. 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 organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in curriculum writing and program selection and implementation.

A master schedule has been developed that supports the PLC at Work process. Collaborative teams meet weekly to engage in work surrounding the 4 PLC critical questions to ensure high levels of learning for all students. All teachers have been assigned to a specific department which is led by a Department Chair. Each collaborative team also has a Collaborative Team Leader charged with guiding their individual teams. The campus has increased the number of collaborative teams; eliminating the unnecessary singleton teachers so collaboration and collective responsibility are possible.

Students are offered multiple career pathway options through the five endorsements that are available at AHS. They have various course options and extracurricular opportunities available to them. The OnRamps dual enrollment program and AP program continue to grow and provide new opportunities for students. Additionally, AHS offers multiple intervention/remediation courses for students with academic gaps.

School Context and Organization Strengths

- Increased number of collaborative teams to 24 separate teams; teachers no longer teach in silos.
- Increased number of AP, OnRamps, and CTE courses being offered to students.
- More opportunities for teacher leadership, such as mentors, Department Chairs, and collaborative team leaders.
- Flex is being utilized to maximize individual instruction, intervention, and extension.

Needs:

- Allowing students to have periods off during their junior and senior years is impacting participation in CTE courses and the campus College, Career, & Military Readiness (CCMR) data.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students are allowed to take fewer classes their junior and senior years; leaving early and devaluing instructional time. **Root Cause:** Increasing the number of courses taken by students requires additional staffing and course-offerings.

Problem Statement 2: Teachers are provided limited collaborative team time during the school day. **Root Cause:** The cost of adding a period of collaborative team time each day is prohibitive, and some teachers are a part of more than one CT due to their teaching assignments.

Technology

Technology Summary

Aledo High School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology that can be integrated into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. Students have been issued a district device or may bring their own approved device to school which also allows for increased technology integration. The use of the Canvas LMS system allows teachers to post assignments and instructional resources online for students, and the Go Guardian program allows them to monitor student technology usage on school-issued devices.

Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 tools and applications, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis. Teachers have access to Remind and email as a way to communicate regularly with parents.

The campus has additional technology resources in the science labs, the Distance Learning Center, and the library. In addition to instructional technology, the campus has the technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building. Students are all issued ID Badges which can be used to access the building, make purchases in the campus cafeteria, print, and check out resources in the AHS library.

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

Technology Strengths

- The use of the Canvas LMS allows students access to instructional materials, and online learning, and prepares them for higher education platforms.
- Students all have a technology device that helps faculty maximize technology integration.
- Safety technology is implemented consistently across campus (e.g., ID badge security)
- The use of Canvas and other learning platforms has increased professional learning opportunities and it provides flexibility for teachers to engage in learning.

Needs:

- Students are not required to utilize a school district device which creates monitoring limitations.

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology requests are not met in a timely manner. **Root Cause:** Staffing in the technology department doesn't meet the needs of the campus.

Problem Statement 2: Not all teachers feel equipped to maximize the use of the LMS and other technology programs being utilized. **Root Cause:** Lack of time for intentional, ongoing training.

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: Lack of intentional Tier 1 student training regarding academic and social behaviors, and not enough emphasis on intentional lesson 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- 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 department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data





Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo High School 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, districtwide, 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: Teachers will be provided feedback regarding missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration.</p> <p>Strategy's Expected Result/Impact: Teachers will begin 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 5 Details | Reviews | | | |
| <p>Strategy 5: 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 |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: A virtual Instructional Resource Library will be established where teachers can access high-yield instructional strategies and protocols.</p> <p>Strategy's Expected Result/Impact: Best practices specifically related to the instructional focus will be shared and implemented.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists</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: Aledo High 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 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 feedback regarding missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration</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. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administrators, Department Chairs</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |





| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 5: A virtual Instructional Resource Library will be established where teachers can access high-yield instructional strategies and protocols.</p> <p>Strategy's Expected Result/Impact: Best practices specifically related to the instructional focus will be shared and implemented.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists</p> | Formative | | | Summative |
| | Dec | Feb | Apr | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: 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 |
| | | | | |
| <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 3: Aledo High School 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 |
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| 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 |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Teachers will be provided feedback regarding missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration.</p> <p>Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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| 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 |
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| Strategy 5 Details | Reviews | | | |
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| <p>Strategy 5: 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 |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Faculty will participate in district and new teacher instructional rounds.</p> <p>Strategy's Expected Result/Impact: Teachers will dig into 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 |
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| <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 the Aledo High 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

| 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 at AHS 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 |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions. Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction as needed. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: 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 |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 4: Collaborative Team Leaders and core content Department Chairs will attend the PLC at Work Institute.</p> <p>Strategy's Expected Result/Impact: Collaborative team leaders will be empowered and equipped to guide their teams.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <p>Strategy 5: Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery.</p> <p>Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2023.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| <p>Strategy 6: Collaborative Team meetings will be identified as protected time to prevent teachers from being pulled for ARD meetings, conferences, etc.</p> <p>Strategy's Expected Result/Impact: Protected time will allow teams to focus on the PLC process.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| <p>Strategy 7: The master schedule will continue to be built with intention; increasing the number of collaborative teams that have time built into their schedule for collaborative team meetings.</p> <p>Strategy's Expected Result/Impact: Teams will have common planning time built into their schedule.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> | Formative | | | Summative |
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| <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 Aledo High 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

| 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 at AHS 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 |
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| 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 |
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| 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 |
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| 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 |
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Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the Aledo High School 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: 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 at AHS 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 |
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| 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 |
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| 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 |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Collaborative teams will utilize District Common Assessments, Unit Assessments, and/or Benchmarks to monitor progress towards SMART goals. Strategy's Expected Result/Impact: Teachers will analyze data to ensure a focus on results and student growth.</p> | Formative | | | Summative |
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Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists



No Progress



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





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: 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 |
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| 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 |
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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 of 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 |
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| Strategy 2 Details | Reviews | | | |
| <p>Strategy 2: Host a parent/community engagement event at least once per quarter; utilizing video marketing materials to promote.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Counselors</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Create a "day in the life" social media campaign that highlights what is going on in the life of students during the school day.</p> <p>Strategy's Expected Result/Impact: Parents are more connected to what is happening in classrooms during the school day.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Webmaster</p> | Formative | | | Summative |
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| 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 |
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| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 5: Create opportunities for parent input and feedback such as surveys, focus groups, coffee talks, etc. Strategy's Expected Result/Impact: Increased parent connection and engagement Staff Responsible for Monitoring: Campus Administrators | Formative | | | Summative |
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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 to 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 web page.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p> | Formative | | | Summative |
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| 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 |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: Increase the level of adult supervision throughout the building throughout the school day.</p> <p>Strategy's Expected Result/Impact: Lower discipline referrals and tighter campus security</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Teachers</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|--|------------------|------------|------------|------------------|
| Strategy 4: Conduct Standard Response Protocol training for all students, staff, and volunteers and conduct regular safety drills. Strategy's Expected Result/Impact: Higher level of preparedness and confidence in safety systems. Staff Responsible for Monitoring: Campus Administrators, AISD Police Officers | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: 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 |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: 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 |
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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 |
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| Strategy 2 Details | Reviews | | | |
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| <p>Strategy 2: Implement a Tiered TSI Intervention Plan that includes a specified curriculum for designated courses, small group and individual tutorials/TSI Prep.</p> <p>Strategy's Expected Result/Impact: We will see an increase in the percentage of students who take and pass the TSI.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Advanced Academic Coordinator, Intervention & Curriculum Specialists, Hired Tutors</p> | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| <p>Strategy 3: 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 |
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| Strategy 4 Details | Reviews | | | |
| <p>Strategy 4: Implement the use of AP Classroom and Albert IO as an AP progress monitoring and test preparation resource.</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 |
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Campus Improvement Committee

| Committee Role | Name | Position |
|----------------------------|------------------|--------------------------|
| Classroom Teacher | Cyndee Bowden | Social Studies Teacher |
| Classroom Teacher | Kyle Christensen | CTE Teacher |
| Business Representative | Sarah Gallaher | Business Representative |
| Classroom Teacher | Claire Gay | Health Teacher |
| Classroom Teacher | Hunter Meroney | Science Teacher |
| Classroom Teacher | Shawn Morin | CTE Teacher |
| Community Representative | Dr. Todd Kovach | Community Representative |
| Classroom Teacher | Emily Robison | Dance/PE Teacher |
| Classroom Teacher | Alexis Spencer | RLA Teacher |
| Classroom Teacher | Dan Shedd | Math Teacher |
| Administrator | Angela Tims | Principal |
| Non-classroom Professional | Annie Walker | Counselor |
| Classroom Teacher | Gillian Walker | LOTE Teacher |
| Parent | Jami Warner | Parent |
| Administrator | Loyrn Windwehen | Associate Principal |