

# **Aledo Independent School District**



## **Strategic Plan Evaluation 2009-2012**

**Strategic Plan Developed - April 14, 2009  
Revised - November 13, 2009 per Region XI (13.5)  
1<sup>st</sup> Year Evaluation Board Report - December 14, 2010**

# **Aledo ISD Vision, Mission & Motto**



**Vision:** Aledo I.S.D. will work collaboratively with the parents and community to prepare our graduates to accept diversity, be creative problem solvers, and leaders of tomorrow.

**Mission:** It is the purpose and mission of the Aledo Independent School District to provide all of its students with an educational program which will allow them to develop to their full potential intellectually, physically, and socially in order to be responsible citizens and contributing members of society. Inherent within this purpose and mission is the belief that all students can learn and that schools can make a difference in the lives of their students.

**Motto:** A Past to Remember; A Future to Mold

**Aledo ISD Strategic Planning Committee Members**  
Facilitator: Marsha Miholovich

**Group 1: Reading/ELA & Writing**

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**Group 4: Special Education**

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**Group 5: GT/Advanced Academics  
& College Readiness**

Sheryl Preston, Facilitator  
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**Group 6: Completion, Dropout,  
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Ron Miller, Facilitator  
Lesley Hamilton, Scribe  
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Diane Winkelblech  
Carla Brown  
Kelly Crain  
Chris Manis  
Chawn Gilliland  
*Amee Minton*  
*Kittie France*

*Italics – Parent, Business, Community Members*

**Aledo ISD Strategic Planning Committee Members**

**Group 7: Technology**

Jason Beaty, Facilitator  
April Riley, Scribe  
Gregg Holbert  
Martha Bryant  
Carol Rodgers  
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*Denise Boll*  
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*Marlene Smith*

**Group 9: Personnel**

Dan Peterson, Facilitator  
Julie Choate, Scribe  
Crystal Suehs  
Terry Snow  
Caren Tyer  
*Jennifer Ramsey*  
*Lorrie Clifton*  
*Pamela Kemp*

**Group 10: Resources & Facilities**

Dan Manning, Facilitator  
Matt Scott, Scribe  
Sue Spreier  
Ryan Jonstone  
Becky Shaunfield  
*Shawn Powell*  
*Rebecca Moore*

*Italics – Parent, Business, Community Members*

**2010-2011 Aledo ISD District Wide Education Improvement Council Members**

**Aledo I.S.D. Representatives:** Don Daniel, Marsha Miholovich, Dan Manning, Lynn McKinney, Denise Dugger

**Aledo High School:** Robert Boehler, Cheryl Grable, Riannon Liddell

**The Learning Center:** Barbara Russell

**9<sup>th</sup> Grade Campus:** Stan Reid, Doug Wheeler

**Aledo Middle School:** Alicia Albin, Teresa Cole

**McAnally Intermediate School:** Julie Hall, Sara Reed

**Vandagriff Elementary:** Catharine Clay, Joe Morrow

**Coder Elementary:** Becky Shaunfield, Rhonda Wilson

**Stuard Elementary:** Michaelleen Huckaby, Zan Thorp

**McCall Elementary:** Lee Ann Griffith, Crystal Suehs,

**Non-Teaching District Representatives:** Kathy Allen, Julie Baker

**Parent & Community Representatives:** Kristi Cheema, Kittie France, Lisa Flowers, Pam Kemp, Connie Suchocki

# AISD Strategic Plan Goals & Objectives

## District Goal #1

<b>Goal</b>	<b>Student Achievement</b>
Students will meet or exceed educational performance standards.	<ul style="list-style-type: none"> <li>• Increase achievement for all students and eliminate achievement gaps between student groups in reading/ELA and writing.</li> <li>• Increase achievement for all students and eliminate achievement gaps between student groups in math.</li> <li>• Increase student achievement for all students and eliminate achievement gaps between student groups in science.</li> <li>• Increase student achievement for all students and eliminate achievement gaps between student groups in social studies.</li> <li>• Identify student needs and intervention services for special education students to increase student achievement in all core content areas.</li> <li>• Enhance instruction and services for Gifted and Talented, Pre-AP, and AP students.</li> <li>• Increase student achievement for college readiness.</li> <li>• Meet or exceed completion rate, graduation rate, dropout rate and attendance rate for all students.</li> </ul>

## District Goal #2

<b>Goal</b>	<b>Safe School Environment</b>
Promote a safe, orderly and threat-free school climate.	<ul style="list-style-type: none"> <li>• AISD will provide a safe and drug-free environment that promotes academic success.</li> </ul>

## District Goal #3

<b>Goal</b>	<b>Technology</b>
Increase achievement for all students utilizing varied means of technology.	<ul style="list-style-type: none"> <li>• Enhance instruction, services, and communication through technology for students, teachers and parents.</li> </ul>

#### **District Goal #4**

<b>Goal</b>	<b>School/Parent/Community Involvement</b>
All members of the school community will be partners in the educational process.	<ul style="list-style-type: none"><li>• Maintain a partnership between school, community, business and service organizations and increase parental communication.</li></ul>

#### **District Goal #5**

<b>Goal</b>	<b>Personnel</b>
Maintain 100% of academic core subject area classes taught by highly qualified teachers.	<ul style="list-style-type: none"><li>• Aledo ISD will recruit, train and retain 100% highly qualified teachers.</li></ul>

#### **District Goal #6**

<b>Goal</b>	<b>Resources and Facilities</b>
Provide resources and facilities consistent with the growth of the district.	<ul style="list-style-type: none"><li>• Allocate, align and prioritize fiscal and material resources to support the system's essential purpose.</li></ul>

## **Data Sources for District Strategic Planning & Annual Comprehensive Needs Assessment**

- Academic Performance from Academic Excellence Indicator System (AEIS)
- Academic Performance from Adequate Yearly Progress (AYP)
- Academic Performance from State Performance Based Monitoring Analysis System (PBMAS)
- Student Success Initiative Requirements
- Gold Performance Acknowledgments
- Gifted & Talented Professional Development, Texas Performance Standards Project
- SAT/ACT Results
- Advanced Placement (AP) Results
- Advanced Course/Dual Enrollment Completion & Course Offerings
- Recommended High School Program (RHSP)/Distinguish Achievement Program (DAP) Graduates
- Texas Success Initiative (TSI)
- Student Enrollment, Attendance Rate, Annual Dropout Rate, Completion Rate
- Intervention Status (NCLB)
- LEA Determination (federal requirement for Special Education)
- 125% Report, Least Restrictive Environment
- AISD Learning Center Graduates
- AISD Annual Performance Report (i.e., violent/criminal incidents, violence prevention and intervention, etc.)
- Safe & Drug-Free School Activities
- AISD Safety & Security Measures
- AISD Technology Enhancements & AISD Technology Plan
- AISD School/Parent/Community Involvement Activities
- AISD Community Use of Facilities
- Homeless Education
- AISD Teacher & Parent Climate Survey
- AISD Highly Qualified Report
- AISD Teacher Turnover Rate, Hiring Practices, New Teacher Induction, Salary & Recruitment, Exit Survey, Staff Development
- May 10, 2008 Bond Package, Proposition 1: School Facilities/Equipment; Proposition 2: Renovations/Buses & Land

The Aledo ISD Strategic Plan Evaluation, Year 1, will be presented to the Board of Trustees on Tuesday, December 14, 2010, for Board approval.



## Comprehensive Needs Assessment – Demographics

Aledo ISD is a PPCD - 12<sup>th</sup> grade school district located in Parker and Tarrant Counties. There are nine campuses in the district consisting of four elementary campuses through grade 5; one intermediate campus, grade 6 only; one middle school, grades 7 and 8; one ninth grade campus, one high school, grades 10-12; and one alternative campus. The Aledo ISD Ninth Grade Campus opened on August 23, 2010 with 359 students.

The district has four Title I campuses: Vandagriff Elementary, Coder Elementary, McCall Elementary, and McAnally Intermediate. Aledo Middle School is no longer eligible as a Title I campus for the 2010-2011 school year.

Due to the slow economy, student enrollment has not increased at the rate it had in previous years. Our total student enrollment for the beginning of the 2009-2010 school year was 4,528; we ended the 2009-2010 school year with a total student enrollment of 4,537. Our total student enrollment for the October 2010 PEIMS Snapshot date was 4,636. We had an increase of 108 students for the 2010-2011 school year.

The student population is ethnically represented as follows:

African American – 1.2%    Hispanic – 8.9%    White – 88.1%    Native American – 0.8%    Asian/Pacific Islander – 1.1%

11.9% of the student population is Economically Disadvantaged, 2.1% is Limited English Proficient (LEP), 15.3% is At-Risk, 7.5% is Special Education, and 8.4% is Gifted and Talented. The district served one migrant student during the school year and 35 homeless students.

The dropout rate for grades 7 and 8 was 0% compared to 0.3% for the state and region. The completion rate for the class of 2009 was 98.9% compared to 90.8% region and 88% for state.

The district had a total staff of 396 teachers, professional support, campus administration and central office administration. The turnover rate for staff in 2009-2010 was 9.6%.

The district had a failed TRE election in November 2009 and a reduction in force occurred during the spring 2010 semester. The TRE election was taken back to the voters on August 28, 2010 and passed.

Strengths:

- Low staff turnover rate
- Facilities
- Community involvement and support

Needs:

- Continue planning for future district growth

## Comprehensive Needs Assessment – School Context and Organization

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool, ARRA (American Recovery Reinvestment Act of 2009) Formula and Preschool, and ARRA SFSF (State Fiscal Stabilization Fund). Aledo ISD received the state's highest financial integrity rating for the seventh consecutive year.

The district serves students from PPCD through 12<sup>th</sup> grade. AISD staff includes 61.5% teachers, 8.7% professional support, 7.0% educational aides, 3.7% campus administration, 1.2% central office is central office and 17.8% auxiliary staff.

The district conducts a strategic planning meeting every three years with administrators, staff, parents, and community members participating in the process. The District Wide Education Improvement Council (DWEIC) and the Campus Performance Objective Council (CPOC) meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business and community members.

Annual teacher and parent climate surveys are conducted in order to identify district and campus strengths and needs for improvement. In addition, personnel resigning from their position participate in an exit survey.

Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus level. Campus mentors continue to provide support for a two year period. During the 2009-10 school year, 14 new staff members, from 0 to 28 years of experience, were added to the Aledo I.S.D. family.

District and campus information is disseminated through multiple sources (i.e., AISD website, Alert Now System, I-Communicator e-mails and BearCat Vision). The online Parent Portal system was opened to parents on October 12, 2009.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2009-10 school year, 33 students participated in the program.

Aledo ISD has a Community Partners program, with approximately 40 members, that forges relationships between local businesses, the school district and the campuses. The program enhances communication and cooperation with a common goal for student success. Annually, Aledo business leaders participate in the Texas Scholars Program, at Aledo Middle School, emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in Career Fair and College Fair at Aledo High School.

### Strengths:

- Involved parents and community that support the district and campuses
- Communication with parents and community via varied sources
- FIRST financial rating for 7 consecutive years

Needs:

- Continue to utilize new technology for communicating with staff, parents, and our community
- Parent Training on “how to” use of Parent Portal

**Comprehensive Needs Assessment – Student Achievement**

For the 2009-2010 school year, Aledo ISD, Aledo High School, McAnally Intermediate and McCall Elementary received a “Recognized” accountability rating from TEA. Aledo Middle School, Vandagriff Elementary, Coder Elementary and Stuard Elementary received an “Exemplary” accountability rating. Aledo ISD and all campuses met Adequate Yearly Progress (AYP). Student performance is listed below for each content area and student group.

Student Group	Reading		Math		Writing		Science		Social Studies	
	% Pass / % Commended	% Pass / % Commended	% Pass / % Commended	% Pass / % Commended	% Pass / % Commended	% Pass / % Commended	% Pass / % Commended	% Pass / % Commended	% Pass / % Commended	
All Students	97%	50%	95%	46%	97%	50%	93%	36%	99%	63%
African American	99%	27%	91%	28%	99%	22%	87%	27%	99%	30%
Hispanic	90%	33%	87%	27%	96%	36%	79%	17%	95%	47%
White	98%	51%	96%	48%	98%	52%	95%	38%	99%	65%
Eco. Disadvantaged	88%	23%	84%	18%	90%	23%	77%	16%	95%	41%

The above percent passing assessment results reflect an increase in student performance from 2008-2009 with the exception of writing from 98% to 97%.

In PBMAS, for Special Education students, we received an indicator of 0 or 1 for all 18 indicators resulting in no stage of intervention. In addition, the district was deemed by TEA as “Met Determination”. The district currently meets all the state standards for TELPAS and AMAOs.

The district received the following Gold Performance Acknowledgments: AP Results, College Ready Graduates, Commended Performance Social Studies, RHSP/DAP, SAT/ACT Results, TSI- Higher Education Readiness Component for ELA and Math.

Benchmarks are conducted annually in the fall and spring. Students are provided tutorials (in school, before school, after school, and summer school) through intensive interventions and differentiated instruction; transportation is provided for students attending tutorials and summer school. Additional data sources include: TPRI (K-2),DRA (K-2), grade reports, teacher input, observations, RtI referrals and on-going skill assessments.

Listed below is a partial listing of additional academic and athletic achievements.

- 57 students received AP Scholar Awards
- Bearcat Regiment received “Best in Show” at Bands of America
- 3 students won the Association of Texas Photography Instructors (ATPI) Competition
- Bearcats won the Class 4A Division II Football State Championship
- District Champions and Bi-District Qualifier for Varsity Volleyball
- District Champions for Tennis Team & 14 Regional Qualifiers
- District & Regional Champions for Ladycats Swim Team
- District Runner-up for Bearcats Swim Team; 4<sup>th</sup> place at Regionals
- 4 FFA students won Southwestern Exposition & Livestock Show Dairy Cattle Judging Contest
- AHS Colorguard won 1<sup>st</sup> place at Winter Guard International Regional Contest
- Bi-District for Ladycats Basketball
- Academic Decathlon Team placed 10<sup>th</sup> in State
- AMS Choir received Division I Rating
- District Champions for Bearcats Soccer; Ladycats finished as Runner-ups
- One Act Play qualified for State Competition
- Aledo High School inducted 135 students into National Honor Society, Aledo Middle School inducted 43 student into National Junior Honor Society
- McAnally Intermediate was named to the Texas Business & Education Coalition Honor Roll School for the 2<sup>nd</sup> consecutive year
- Coder Elementary won Tapestry Award for Sunflower Project, AMS Science Teacher won Project Green Eco-Educators Award
- Aledo High School Academic Team placed 4<sup>th</sup> at State
- Baseball qualified for Bi-District
- District Champions for Softball
- Bearcats & Ladycats District Golf Champions
- Aledo Learning Center graduated 24 students
- All 37 students in top 10% were UIL Scholars
- 18 National Merit Commended Scholars
- 3 National Merit Finalists and 2 National Merit Scholars
- Current Events State Champions

Strengths:

- All content areas and student groups are above the state and region
- Commended performance is above the state and region
- Annual dropout rate of 0%
- Completion rate of 98.9% for the class of 2009

- District received 7 Gold Performance Acknowledgments
- Multiple student intervention opportunities (i.e., in-class instructional strategies, pull-out programs, Literacy/Math teachers, Zeros Aren't Permitted (ZAP), Credit Retrieval As We Go (CRAWG), coordinated services, summer school)
- WATCH D.O.G.S. / Dads of Great Students increases student performance
- Comparison of SAT/ACT results for Class of 2009: AISD 84.7%, Region 61.65, State 61.5%
- Comparison of College-Ready Graduates in ELA for Class of 2009: AISD 80%, Region 65%, State 62%
- Comparison of College-Ready Graduates in Math for Class of 2009: AISD 79%, Region 63%, State 60%
- Class of 2008 AHS students enrolled in a Texas Public or Independent Higher Education Institution in 2009 based on the Texas Higher Education Coordinating Board / TEA Report: Of 345 total AHS graduates, 73 graduates were enrolled in a Four-Year Public University, 150 graduates were enrolled in a Two-Year Public College, 20 graduates were enrolled in an Independent College and University, 7 were not trackable, and 95 were not found

**Needs:**

- Continue to conduct staff development in the area of science to close the gap for Hispanic and Economically Disadvantaged students
- Continue staff development for differentiated instruction
- Continue focus on English Language Proficiency Standards (ELPS)

**Comprehensive Needs Assessment – Curriculum, Instruction, and Assessment**

Vertical teams have participated in activities comparing the TEKS with the TEKS that include the college readiness standards (i.e., similar student expectations, changes from previous objectives to new objectives and student expectations, higher order thinking skills/verb tenses, instructional implications and instructional materials). At the conclusion of each content area study, the vertical teams have created new scope and sequence/curriculum documents to meet the demands of the rigorous, college readiness student expectations. The science and social studies vertical teams met during the 2009-2010 school year.

Student performance (see previous CNA for Student Achievement) indicates an aligned curriculum. The instructional process is enhanced by the utilization of computers on wheels, interactive board projection systems, document cameras, laptops for every teacher as well as instructional resources available via the district website. In addition, multiple sets of Smart Response Systems were purchased for each campus to assist with RtI progress based monitoring.

Benchmarks and on-going skill checks provide individual student data which is used in determining appropriate intervention strategies (i.e., ELA/Math Lab, Literacy/Math Teacher, Credit Retrieval, Dyslexia Teacher, Content Mastery, Aledo ISD Summer School, Bridge Class, and tutorials).

The Parent Portal was launched on October 12, 2009. This on-line program provides an additional avenue for consistent communication between teachers, parents and students in the areas of academic achievement and attendance.

All campus administrators have received formal training in conducting walkthroughs to evaluate the learning process in each classroom. Feedback is provided to the staff on a regular basis.

Staff development is based on district and campus needs. Below is a partial listing of staff development during the 2009-2010 school year.

- SMARTboard Training (Campus TOT and summer training for beginning, intermediate and advanced level users)
- Aledo Writing Process
- K-2 Balanced Literacy (Reading & Writing)
- Gifted and Talented Institute (Nature & Needs, Identification & Assessment, Social & Emotional, Instructional Strategies, Differentiation)
- K-5 Literature Circles and Learning Stations Across the Curriculum
- Multi-Teaching Sensory Approach (Dyslexia Program)
- Crisis Prevention Intervention (CPI)
- Response to Intervention (RtI)
- Write Traits
- 504
- Assessment (TAKS, TAKS A, TAKS M, TAKS Alt., TELPAS)
- Individual Education Plan (IEP)
- English Language Proficiency Standards (ELPS)

**Strengths:**

- Vertical team meetings to review and develop scope and sequence/curriculum documents to meet student instructional needs
- Interactive technology resources in the classroom
- Varied instructional programs to meet the individual needs of our diverse learners

**Needs:**

- Continue opportunities for staff development to meet the needs of all students
- Continue meeting with vertical teams for curriculum alignment and implementation of college readiness standards

## **Comprehensive Needs Assessment – School Culture and Climate**

Parent and teacher surveys are conducted during April/May annually; the feedback is reviewed and disseminated to the campus principal. The climate survey provides areas of strengths and needs that may be addressed in the campus comprehensive needs assessment.

Parent conferences, open house and curriculum nights are conducted annually on each campus. In addition, annual orientation sessions are conducted for parents and students at the transition grades (i.e., entering kindergarten, elementary to intermediate, intermediate to middle school and middle school to high school).

All four elementary campuses are Character Plus Schools. All elementary campuses emphasize character development by the following: Capturing Kids Hearts, Covey's Seven Habits and classroom lessons provided by the counselor. McAnally Intermediate utilizes Great Expectations and Covey's Seven Habits for character and leadership development. Aledo Middle School trained a core group of teachers and students utilizing Safe School Ambassadors. Aledo High School has a Teen Leadership course and a core group of teachers have received training in Capturing Kids Hearts. In addition, Aledo High School has a Peer Assistance Program where high school students work with elementary students and a Peer Assistance for Students with Disabilities Program where high school students work with special education students.

The new Aledo ISD Technology/Security Center was completed July 2009 and opened August 2009. Safety and security measures have been enhanced with the installation of additional security camera and a security/keyless entry system at each campus.

McCall Elementary participated in a pilot program entitled WATCH D.O.G.S. / Dads of Great Students during the 2008-2009 school year. Now, both Coder Elementary and Stuard Elementary have implemented the program. The program involves fathers and father figures to help create a safe and secure learning environment. Dads assist in a variety of ways: serving as lunchroom monitors, getting students into the building at the start of the school day, monitoring hallways, assisting with small group needs and helping load buses after school. Vandagriff Elementary plans to implement the program during the 2010-2011 school year.

Safe and Drug Free school activities, as approved by the district wide School Health Advisory Committee (SHAC), are conducted annually at all campuses. Below is a partial listing of activities at varied campuses in the district.

- CyberSmart Safety Week Activities and CyberSmart Parent Program (District-wide)
- Red Ribbon Week Activities (District-wide)
- National Night Out (District-wide)
- Shattered Dreams
- Prescription Drug Awareness Program
- Drug and Alcohol Program
- Law Enforcement Teaching Students Program (LETS)
- CATCH Curriculum

**Strengths:**

- Safe and secure learning environment
- Student Council Leadership Programs across the district
- Supportive community
- Community, parents, and staff have high expectations for student achievement in all areas

**Needs:**

- Continue to conduct annual surveys for continuous improvement
- Continue programs related to internet safety and bullying

**Comprehensive Needs Assessment – Technology**

Of the 18 action items in the Technology section of the 2009-2012 AISD District Strategic Plan, 16 strategies are completed and successful, 1 is in-process (School Fusion for webpage publication) and 1 is still being researched (student networked storage access from home).

Every classroom has a teacher presentation system consisting of a laptop, projector, document camera and interactive board. In addition, computer labs and mobile labs are available at each campus. Handheld response systems have been purchased to enhance classroom instruction and progress based monitoring.

During the 2009-2010 school year, SMARTboard trainings were conducted for beginning and intermediate learners on June 11, 2009 and advanced learners on June 12, 2009. Aledo ISD provided an Instructional Technology Academy on June 10 & 11, 2010 on the following topics: Smart Response Student Clickers in Five Minutes or Less, It's Not Your Grandmother's Overhead, SMARTboard Notebook from A to Z, TECH Boot Camp, You've Got the Power – Adapting New and Existing Power Points with SMART Notebook, Cool Tools for School, Make Your Lessons POP! – Create Professional Looking Original Lessons with Pizzazz!, Let's Make a Deal!, Get the Picture, and Step Away from the Board. In addition, Microsoft Office 2007 sessions were conducted during June 2010: Office 2007, Outlook 2007, Word 2007, Excel 2007, and PowerPoint 2007.

High school students can receive dual credit through Weatherford College via distance learning classes at Aledo High School. In 2009-2010, the following courses were offered: Psychology 2301, History 1301 and 1302, Math 1314 and Speech 1311; 93 students earned college credit. Distance Learning field trips are available at each campus through Region XI; 3,051 students participated in 106 events.

The district technology plan has been reviewed and updated by a committee consisting of central office and campus administration, teachers, technology personnel, parents and community members.

The "Teacher Average" report from the 2009-2010 STaRChart indicates the total average for all 24 responses at 2.5; therefore, we are between the developing and advanced tech level. This average has increased from 1.8 in 2006-2007.



In August 2009, the district opened the new Aledo ISD Technology / Security Building. This addition provided a secure infrastructure.

**Strengths:**

- Teacher access to presentation system (laptop, projector, document camera and interactive board)
- Addition of the new Aledo ISD Technology / Security Center
- Gains on the STaRChart
- Distance Learning Opportunities
- Help Desk for Technology Work Orders

**Needs:**

- Continuation of Technology Staff Development

### **Comprehensive Needs Assessment – Family and Community Involvement**

Parent and community involvement is an integral factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Community Partners “Connection” Mentoring Program, Parent Volunteer Program, National Night Out, Texas Scholars, Runner’s Club, Cowtown Marathon, Grandparents Day, Watch D.O.G.S., Kindergarten Nights/Open House, Parent Teacher Organization (PTO), AHS Career Fair, AHS College Fair, Jumping Jamboree, Junior Achievement, Reading Day, field trips, and various Booster Clubs.

A variety of opportunities for parent/community involvement in decision making exists through District Wide Education Improvement Council (DWEIC), Campus Performance Objective Council (CPOC), Student Health Advisory Committee (SHAC), Aledo ISD Technology Committee and the Citizens Committee regarding bond elections and previously our TRE election.

Aledo ISD uses varied formats to communicate district and campus information to parents: sending home correspondence via student, mail, AlertNow messages, postings on campus marquee, email, district website, campus newsletters, Parent Portal (grades and attendance), etc.

An annual campus and district survey is distributed to all parents; the feedback is reviewed and disseminated to campus principals for consideration in campus improvement plans.

The district benefits from a close working relationship with two unique community organizations, AdvoCats and the Center of Hope. Service projects such as food and clothing drives are conducted throughout the year at campuses to support these two organizations as they actively serve the needs of families in our community.

**Strengths:**

- Parents actively involved in their child's education
  - Parent participation in specialized committees
  - Community business partners actively supporting mission of the district
- Needs:**
- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups

**Comprehensive Needs Assessment – Staff Quality, Recruitment and Retention**

Aledo I.S.D. staff is 100% highly qualified. Of the staff, 82.9% holds a Bachelors' Degree, 16.7% holds a Masters Degree, and 0.3% have attained a Doctorate.

Listed below are the percentages of the teaching staff by years of experience:

- Beginning – 1.0%
- 1 to 5 years – 23.2%
- 6 to 10 years – 20.5%
- 11 to 20 years – 34.1%
- Over 20 years – 21.3%

The staff turnover rate for Aledo I.S.D. for 2009-2010 was 9.6%.

District hiring procedures include: posting of positions on the district website, on-line application process including a profile survey, review of certification and Highly Qualified credentials, campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the Board of Trustees for approval. All campus principals have received formal training in conducting interviews.

New employees are involved in an induction program consisting of New Teacher Orientation, Professional Development Appraisal System (PDAS), Texas Behavior Support Initiative (TBSI), technology, and Gifted and Talented. Based on the new employee's assignment, staff is required to receive training in Crisis Prevention Intervention (CPI), Texas Reading and Math Academies, Aledo Writing Process, Balanced Literacy, and ESL/TELPAS certification. A 2 year induction process is implemented in the district which provides a mentor to ensure an adequate support system.

Staff members are recognized annually at an appreciation banquet for their years of service to the district. In addition, staff is nominated by peers and selected by outside committees for a monetary award through the Marva Collins Program; this program is funded by various business partners.

**Strengths:**

- Professional staff and paraprofessionals - 100% highly qualified
- Staff turnover rate of 9.6% is below the state average of 11.8%
- 156 staff members have acquired ESL certification
- AISD Come & Go in December

**Needs:**

- Continue to provide a variety of staff development opportunities based upon identified campus instructional needs

**2009-2012 District Strategic Plan Evaluation**

**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.  
**Objective:** Increase achievement for all students and eliminate achievement gaps between student groups in reading/ELA and writing.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Improve or maintain TAKS reading/ELA skills for all students and student groups at or above 90% utilizing a variety of instructional methods based on identified student performance needs.	Campus Administration, Campus Staff	Success Maker, Reading/Math Class, Bridge Class, Supplemental Materials, TPRL, Balanced Literacy, Achieve 3000, Inova Reports, Tutorials	TAKS: May 2010-2012, Data Tables: Aug. 2010-2012, AEIS: Nov. 2010-2012	TAKS Results, Data Tables, AEIS Results	Comparison of Reports Annually for Each Student Group	CNA, RS, HQ, PD, A, M, C

**2009-2010 District TAKS Reading/ELA Results (Grades 3-11) ----- Successful**

Student Groups	Percent Mastery	Region XI	State
All Students	97%	91%	90%
African American	99%	86%	87%
Hispanic	90%	86%	87%
White	98%	96%	96%
Economically Disadvantaged	88%	85%	86%

**Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10**

**Title I Schoolwide Components:** CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs  
**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.2 Meet or exceed AYP targets for all students and student groups using a variety of instructional methods based on identified student performance needs.	Campus Administration, Campus Staff	Success Maker, Reading/Math Class, Bridge Class, Supplemental Materials, Benchmark Data, TPRI, Balanced Literacy, Achieve 3000, Inova Reports, Tutorials	July 2010-2012	AYP Results	Comparison of AYP Report Annually for Each Student Group	CNA, RS, HQ, PD, A, M, C

**2009-2010 District AYP Reading/ELA Results (Grades 3-8 & 10) ----- Met AYP**

Student Groups	Percent Mastery
All Students	97%
African American	99%
Hispanic	90%
White	97%
Economically Disadvantaged	87%
Special Education	81%
Limited English Proficient	73%

**Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10**

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**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.3 Provide summer school extended year services for identified students.	ESY Coordinator, Summer School Director, Summer School Campus Administrator, Summer School Staff	ARI Funds, Title I Funds, High School Allotment Funds, Supplemental Materials	June 2010-2012	Master Schedule, Class Rosters, Attendance Reports, Expenditure Reports	TAKS Confidential Student Reports	CNA, RS, HQ, A, M, C

**2009-2010 Students Receiving Reading Services in Summer School ----- Successful**

Grade Level	# of Students
ESL Pre K	7
Kindergarten	33
1 <sup>st</sup>	46
2 <sup>nd</sup>	29
3 <sup>rd</sup>	4
4 <sup>th</sup>	20
5 <sup>th</sup>	18
6 <sup>th</sup>	14
7 <sup>th</sup>	8
8 <sup>th</sup>	0
Total	179

**Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10**

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.4 Meet or exceed Gold Performance Acknowledgment Standards for the percent of examiners scoring at or above commended performance on TAKS reading/ELA and writing.	Campus Administration, Campus Staff	Success Maker, Supplemental Materials, Achieve 3000, Inova	GPA: Oct. 2010-2012, AEIS: Nov. 2010-2012	Gold Performance Acknowledgment Report, AEIS Report	Increased Commended Performance Compared Annually on GPA and AEIS Reports	CNA, RS, HQ, PD, A, M, C

**2009-2010 Gold Performance Acknowledgment Results ----- Successful**

Campus	Indicator
AISD	TSI ELA
AHS	TSI ELA
AMS	Commended Performance Reading/ELA
Vandagriff	Commended Performance Writing
Coder	Commended Performance Reading & Writing
Stuard	Commended Performance Reading & Writing
McCall	Comparable Improvement Reading, Commended Performance Writing

**Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10**

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.5 Monitor and support differentiated instruction/learning opportunities for identified students.	Campus Administration, Campus Staff	GT Coordinator, Campus GT Specialists, SE Director, ESL Director, ESL SE Campus Staff, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff, Title I Funds, Title II Funds, Supplemental Materials	Aug. – June 2010-2012	GT Differentiation Documentation Form, RtI Campus Documentation and Progress Monitoring Data for Individual Students	AEIS, AYP, GPA Reports Compared Annually, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Differentiated Instruction ----- Successful**

Varied differentiation strategies are provided to students grades K-12; documentation is on file at the campus and/or district level.

***Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10***

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.6 Utilize process writing techniques to improve or maintain student performance and subgroup performance at or above 90% in TAKS writing tested at grades 4, 7, 10 and Exit level.	Campus Administration, Campus Staff	Aledo Writing Process, Write Traits, Writing Portfolios, Supplemental Materials, Tutorials, Benchmark Data	TAKS: May 2010-2012, AEIS: Nov. 2010-2012	TAKS Results, AEIS Results	Comparison of Reports Annually for Each Student Group	CNA, RS, HQ, PD, A, M, C

**2009-2010 District TAKS Writing Results (Grades 4, 7, 10, & Exit) ----- Successful**

Student Groups	Percent Mastery	Region XI	State
All Students	97%	91%	90%
African American	99%	89%	91%
Hispanic	90%	90%	92%
White	98%	96%	96%
Economically Disadvantaged	88%	89%	86%

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**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing



Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.7 Increase the percent of students scoring 3 or 4 on TAKS written composition with all students PK-12 writing daily across the content areas.	Campus Administration, Campus Staff	Aledo Writing Process, Write Traits, Writing Portfolios, Supplemental Materials, Tutorials	May 2010-2012	TAKS Results	Comparison of TAKS Report Annually	CNA, RS, HQ, PD, A, M, C

**2009-2010 District TAKS Writing Results (Grades 4, 7, 10 & Exit) ----- Successful**

Grade Level	0	1	2	3	4
Grade 4	0%	3%	47%	42%	8%
Grade 7	0%	1%	31%	56%	11%
Grade 10	1%	1%	18%	62%	18%
Exit	0%	1%	29%	59%	11%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.8 Increase the percent of students scoring 2 or 3 on the TAKS short answer summary on ELA at grades 9, 10 and Exit level.	Campus Administration, Campus Staff	Supplemental Materials, Tutorials	May 2010-2012	TAKS Results	Comparison of TAKS Report Annually	CNA, RS, HQ, PD, A, M, C

**2009-2010 District TAKS Writing Results (Grades 9, 10 & Exit) ----- Successful**

Grade Level	Short Answer Summary	0	1	2	3
9	Literary	1%	60%	40%	0%
9	Expository	0%	39%	61%	0%
9	Connecting	2%	66%	32%	0%
10	Literary	1%	41%	59%	0%
10	Expository	4%	34%	62%	1%
10	Connecting	4%	71%	25%	0%
11	Literary	0%	44%	55%	0%
11	Expository	1%	27%	72%	0%
11	Connecting	3%	59%	39%	0%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.9 Utilize a district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.	Campus Administration, Campus Staff	Success Maker, Reading/Math Class, Bridge Class, Supplemental Materials, Title I Funds, Tutorials, Inova, TPRI, Benchmarks, Performance Based Monitoring (PBM)	August - Revisions to AISD RtI Handbook, Aug. – June 2010-2012 Per Students' Needs	Campus Documentation of RtI Plan and progress Monitoring Data for Individual Students, Schedules of RtI Committee Meetings	RtI Committee Agendas, Student RtI Folders, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Response to Intervention ----- Successful**

The campuses have implemented a RtI, 3 tier, problem solving process which includes research-based instruction, intervention, and differentiation to address the needs of students.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.10 Students tested in TELPAS will show 1 year's growth each year in listening, speaking, reading, and writing.	District Administration, Campus Administration, Campus Staff	Title III Funds, ESL Teachers, Reading/Math Teachers, Benchmark Data, TPRI, Success Maker, Supplemental Materials, Balanced Literacy, Achieve 3000	Oct./Nov. & Jan./Feb. Annually	Annual Benchmark Reports From Each Campus	PBMAS Report for Annual Measurable Achievement Objectives (AMAOs)	CNA, RS, HQ, Pd, A, M, C

**2009-2010 District AMAO Results from PBMAS ----- Met AMAO Status**

All LEP Student Progress    District 63.4%    State 45%

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**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.  
**Objective:** Increase achievement for all students and eliminate achievement gaps between student groups in math.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Improve or maintain TAKS math skills for all student and student groups at or above 90% utilizing a variety of instructional methods based on identified student performance.	Campus Administration, Campus Staff	Success Maker, Reading/Math Class, Bridge Class, Supplemental Materials, Benchmark Data, Inova Reports, Tutorials	TAKS: May 2010-2012, Data Tables: Aug. 2010-2012, AEIS: Nov. 2010-2012	TAKS Results, Data Tables, AEIS Results	Comparison of Reports Annually for Each Student Group	CNA, RS, HQ, PD, A, M, C

**2009-2010 District TAKS Math Results ----- Successful**

Student Groups	Percent Mastery	Region XI	State
All Students	95%	85%	84%
African American	91%	73%	74%
Hispanic	87%	79%	81%
White	96%	91%	91%
Economically Disadvantaged	84%	77%	79%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.2 Meet or exceed AYP targets for all students and student groups utilizing a variety of instructional methods based on identified student performance needs.	Campus Administration, Campus Staff	Success Maker, Reading/Math Class, Bridge Class, Supplemental Materials, Benchmark Data, Inova Reports, Tutorials	July 2010-2012	AYP Results	Comparison of AYP Report annually for Each Student Group	CNA, RS, HQ, PD, A, M, C

**2009-2010 District AYP Math Results ----- Met AYP**

Student Groups	Percent Mastery
All Students	95%
African American	97%
Hispanic	87%
White	95%
Economically Disadvantaged	85%
Special Education	80%
Limited English Proficient	71%

**Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10**

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.3 Utilize a district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.	Campus Administration, Campus Staff	Title I Funds, High School Allotment Funds, Success Maker, Reading/Math Class, Supplemental Materials, Tutorials	August - revisions to AISD RtI Handbook, Aug. - June 2010-2012 per students' needs	Campus Documentation of RtI Plan and Progress Monitoring Data for Individual Students, Schedules of RtI Committee Meetings	RtI Committee Agendas, Student RtI Folders, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Response to Intervention ----- Successful**

The campuses have implemented a RtI, 3 tier, problem solving process which includes research-based instruction, intervention, and differentiation to address the needs of students.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.4 Meet or exceed Gold Performance Acknowledgment Standards for the percent of examinees scoring at or above commended performance on TAKS math.	Campus Administration, Campus Staff	Success Maker, Supplemental Materials	GPA: Oct. 2010-2012, AEIS: Nov. 2010-2012	Gold Performance Acknowledgment Report, AEIS Report	Increased Commended Performance Compared Annually on GPA and AEIS Reports	CNA, RS, HQ, PD, A, M, C

**2009-2010 Gold Performance Acknowledgments ----- Successful**

Campus	Indicator
AISD	TSI Math
AHS	TSI Math
McAnally	Comparable Improvement Math
Coder	Commended Performance Math
Stuard	Commended Performance Math
McCall	Comparable Improvement Math

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.5 Provide summer school extended year services for identified students.	Summer School Director, ES Y Coordinator, Summer School Campus Administrator, Summer School Staff	AMI Funds, Title I Funds, High School Allotment Funds, Supplemental Materials	Increased commended performance compared annually on GPA and AEIS	Master Schedule, Class Rosters, Attendance Reports, Expenditure Reports	TAKS Confidential Student Reports	CNA, RS, HQ, A, M, C

**2009-2010 Students Receiving Math Services in Summer School ----- Successful**

Grade Level	# of Students
4	7
5	7
6	6
7	18
8	0
Total	38

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.6 Monitor and support differentiated instruction/learning opportunities for identified students.	Campus Administration, Campus Staff	GT Coordinator, Campus GT Specialists, SE Director, ESL Director, ESL Campus Staff, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff, Title I Funds, Title III Funds, Supplemental Materials	Aug. – June 2010-2012	GT Differentiation Documentation Form, RtI Campus Documentation and Progress Monitoring Data for Individual Students	AEIS, AYP, GPA Reports Compared Annually, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Differentiated Instruction----- Successful**

Varied differentiation strategies are provided to students grades K-12; documentation is on file at the campus and/or district level.

***Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10***

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**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.  
**Objective:** Increase achievement for all students and eliminate achievement gaps between student groups in science.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Improve or maintain TAKS science skills for all students and student groups at or above 90% utilizing a variety of instructional methods based on identified student needs at grades 5, 8, 10 and Exit level.	Campus Administration, Campus Staff	Elementary Science Lab Teachers, Supplemental Materials, Benchmark Data, Bridge Class, Tutorials	TAKS: May 2010-2012, Data Tables: Aug. 2010-2012, AEIS: Nov. 2010-2012	TAKS Results, Data Tables, AEIS Results	Comparison of Reports Annually for Each Student Group	CNA, RS, HQ, PD, A, M, C

**2009-2010 District TAKS Science Results (Grades 5, 8, 10 & Exit) ----- Successful**

Student Groups	Percent Mastery	Region XI	State
All Students	93%	85%	83%
African American	87%	73%	75%
Hispanic	79%	76%	78%
White	95%	92%	92%
Economically Disadvantaged	77%	75%	76%

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**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP – State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, L.A.T. = Linguistically Accommodated Testing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.2 Meet or exceed Gold Performance Acknowledgment Standards for the percent of examinees scoring at or above commended performance on TAKS science.	Campus Administration, Campus Staff	Elementary Science Lab Teachers, Supplemental Materials	GPA: Oct. 2010-2012, AEIS: Nov. 2010-2012	Gold Performance Acknowledgment Report, AEIS Report	Increased Commended Performance Compared annually on GPA and AEIS Reports	CNA, RS, HQ, PD, A, M, C

**2009-2010 Gold Performance Acknowledgment Results ----- Successful**

Campus	Indicator
AMS	Commended Performance Science
Vandagriff	Commended Performance Science
Coder	Commended Performance Science
Stuard	Commended Performance Science
McCall	Commended Performance Science

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.3 Utilize a district-wide Response to Intervention (Rti) process that focuses on team problem solving including a variety of support services.	Campus Administration, Campus Staff	Title I Funds, High School Allotment Funds, Bridge Class, Supplemental Services and Materials, Tutorials	August - revisions to AISD Rti Handbook, Aug. - June 2010-2012 per students' needs	Campus Documentation of Rti Plan and Progress Monitoring Data for Individual Students, Schedules of Rti Committee Meetings	Rti Committee Agendas, Student Rti Folders, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Response to Intervention ----- Successful**

The campuses have implemented a Rti, 3 tier, problem solving process which includes research-based instruction, intervention, and differentiation to address the needs of students.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.4 Monitor and support differentiated instruction/learning opportunities for identified students.	Campus Administration, Campus Staff	GT Coordinator, Campus GT Specialists, SE Director, ESL Director, ESL Campus Staff, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff	Aug. – June 2010-2012	GT Differentiation Documentation Form, RtI Campus Documentation and Progress Monitoring Data for Individual Students	AEIS, AYP, GPA Reports Compared Annually, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Differentiated Instruction ----- Successful**

Varied differentiation strategies are provided to students grades K-12; documentation is on file at the campus and/or district level.

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**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.

**Objective:** Increase achievement for all students and eliminate achievement gaps between student groups in social studies.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Improve or maintain TAKS social studies skills for all students and student groups at or above 90% utilizing a variety of instructional methods based on identified student needs at grades 8, 10 and Exit level.	Campus Administration, Campus Staff	Supplemental Materials, Tutorials, Bridge Class	TAKS: May 2010-2012, Data Tables: Aug. 2010-2012, AEIS: Nov. 2010-2012	TAKS Results, Data Tables, AEIS Results	Comparison of Reports Annually for Each Student Group	CNA, RS, HQ, PD, A, M, C

**2009-2010 District TAKS Social Studies Results (Grades 8, 10 & Exit) ----- Successful**

Student Groups	Percent Mastery	Region XI	State
All Students	99%	96%	95%
African American	99%	93%	93%
Hispanic	95%	94%	94%
White	99%	98%	98%
Economically Disadvantaged	95%	93%	93%

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.2 Meet or exceed Gold Performance Acknowledgment Standards for the percent of examinees scoring at or above commended performance on TAKS social studies.	Campus Administration, Campus Staff	Supplemental Materials	GPA: Oct. 2010-2012, AEIS: Nov. 2010-2012	Gold Performance Acknowledgment Report, AEIS Report	Increased Commended Performance Compared Annually on GPA and AEIS Reports	CNA, RS, HQ, PD, A, M, C

**2009-2010 Gold Performance Acknowledgment Results ----- Successful**

Campus	Indicator
AISD	Commended Performance Social Studies
AHS	Commended Performance Social Studies
AMS	Commended Performance Social Studies

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**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.3 Utilize a district-wide Response to Intervention (RtI) process that focuses on team problem solving including a variety of support services.	Campus Administration, Campus Staff	Bridge Class, Supplemental Materials, Title I Funds, Tutorials	August - revisions to AISD RtI Handbook, Aug. - June 2010-2012 per students' needs	Campus Documentation of RtI Plan and Progress Monitoring Data for Individual Students, Committee Meetings	RtI Committee Agendas, Student RtI Folders, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Response to Intervention ----- Successful**

The campuses have implemented a RtI, 3 tier, problem solving process which includes research-based instruction, intervention, and differentiation to address the needs of students.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.4 Monitor and support differentiated instruction/learning opportunities for identified students.	Campus Administration, Campus Staff	GT Coordinator, Campus GT Specialists, SE Director, ESL Director, ESL Campus Staff, Dyslexia Coordinator, Dyslexia Campus Staff, Campus RtI Team, Campus Staff	Aug. - June 2010-2012	GT Differentiation Documentation Form, RtI Campus Documentation and Progress Monitoring Data for Individual Students	AEIS, AYP, GPA Reports Compared Annually, Referrals to Special Education and 504	CNA, RS, HQ, PD, A, M, C

**2009-2010 Differentiated Instruction ----- Successful**

Varied differentiation strategies are provided to students grades K-12; documentation is on file at the campus and/or district level.

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**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.  
**Objective:** Identify student needs and intervention services for special education students to increase student achievement in all core content areas.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 The percentage of special education students participating in all TAKS tests will remain at or above state average and No Child Left Behind (NCLB) requirements (1%/2%).	Campus Administration, SE Teachers, Campus Staff, ARD Committees	Reading/Math Lab (Success Maker), Reading/Math Teacher, Bridge Class, District Special Education Programs, Benchmark Data, Supplemental Materials, Tutorials	Aug. – June 2010-2012 at Each Annual ARD Meeting	PBMAS Report	PBMAS Report Compared Annually	CNA, RS, HQ, PD, PI, A, M, C

**2009-2010 District TAKS Results for Special Education Students, Grades 3-11, Remaining At or Above State Average ----- Successful**

District 64.9% State 50%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.2 Increase the percentage of special education students demonstrating mastery in all content areas tested by state assessments.	Campus Administration, SE Teachers, Campus Staff, ARD Committees	Reading/Math Lab (Success Maker), Reading/Math Teacher, Bridge Class, District Special Education Programs, Benchmark Data, Supplemental Materials, Tutorials, TPRI Results, Inova	TAKS: May 2010-2012, Data Tables: Aug. 2010-2012	PBMAS Report	PBMAS Report Compared Annually	CNA, RS, HQ, PD, A, M, C

**2009-2010 TAKS District Results for Special Education from PBMAS Report ----- Successful**

Subject	District	State
Reading/ELA	78.1%	70%
Math	73.7%	60%
Writing	75%	70%
Science	67.3%	55%
Social Studies	83.3%	70%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.3 Consider related services for each student with disabilities through a team approach and provide a variety of service delivery options.	Campus Administration, SE Teachers, Campus Staff, Related Service Staff, ARD Committees	Supplemental Materials and Services, Individuals with Disabilities Education Act - Federal Funds	Aug. - June 2010-2012 at Each Annual ARD Meeting	ARD Documents, Related Service Logs	TAKS Results, AYP Results, LRE Data on PBMAS	CNA, HQ, PI, T, A, C

**2009-2010 Related Services for Students with Disabilities ----- Successful**

Services	# of Students
Adaptive Physical Education	23
Assistive Technology	152
Auditory Impairment	5
Counseling	63
Music Therapy	21
Occupational Therapy	70
Orientation Mobility	4
Parent In-Home Training	21
Physical Therapy	25
Speech	195
Transportation	55

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.4 Consider a continuum of placement options, supplementary aides and services based upon the student's needs and Individual Education Plan (IEP) results in least restrictive placement of the student.	Campus Administration, SE Director, SE Teachers, Campus Staff, ARD Committees, Related Service Staff	District Special Education Programs and Services, Contracted Placement Option, Shared Service Agreements, Individual with Disabilities Education Act -- Federal Funds	Aug. -- June 2010-2012 at Each Annual ARD Meeting	ARD Documents, Schedule of Services, PEIMS Coding	LRE Indicators on PBMAS, 125% Report	CNA, RS, HQ, PD, PI, T, C

**2009-2010 LRE from TEA 125% Data List ----- Successful**

Aledo I.S.D. meets the state requirement for the 2008-2009 school year for serving students in the least restrictive environment (LRE).

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.5 A team of qualified personnel and parent(s) use re-evaluation process and assessment results regarding instructional implications.	Campus Administration, SE Teachers, Campus Staff, ARD Committees	SE Staff, Individuals with Disabilities Education Act – Federal Funds	Aug – June 2010-2012 at Each Annual ARD Meeting	ARD Documents	PBMAS Report, TAKS Data	CNA, RS, HQ, PD, PI, A

**2009-2010 Re-evaluations of Special Education Students ----- Successful**

The staff conducted a total of 119 three year re-evaluations.

School	# of Re-evaluations
AHS	22
AMS	22
McAnally	12
Vandagriff	13
Coder	20
Stuard	14
McCall	16

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.6 Utilize a collaborative process for continuous transition planning as a team of parents, students, school staff and community agencies.	Campus Administration, SE Teachers, Campus Staff, ARD Committees	Community Agencies, Region XI Training	Aug – June 2010-2012 at Each Annual ARD Meeting	ARD Documents, Summary of Performance (SOP) Documents, Child Find	State Performance Plan (SPP) Indicators # 12, 13, 14	PD, PI, T, C

**2009-2010 Transition Planning ----- Successful**

Total number of Early Childhood Intervention (ECI) referrals – 23

Total number of Summary of Performance Plans for AISD services - 21

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**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.  
**Objective:** Enhance instruction and services for Gifted and Talented, Pre-Advanced Placement and Advanced Placement.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Provide GT training annually for teachers, administrators and counselors according to the Texas State Plan for Gifted and Talented including College Board training for Pre-AP and AP teachers.	GT Coordinator, GT Campus Specialists	Local Funds, GT Summer Institute, College Board Workshops, Region XI, Reimbursement from State (AP & Pre-AP) for Attending Training	August – December annually	AISD Staff Development Schedules, Sign-in Sheets, Staff Evaluations, Campus Documentation of GT Hours	Lesson Plans, Classroom Walkthrough Documentation, Student Performance on State Assessments	PD, C

**2009-2010 Aledo I.S.D. Gifted/Talented Training ----- Successful**

The following trainings were provided by Aledo ISD Gifted Specialists. Additional opportunities are available through Region XI and College Board Conferences.

Date	Topic
August 4, 2009	Differentiation Made Easy, Grades 6-12
August 5, 2009	Finding the Gifted Students in Your Classroom
August 6, 2009	Social & Emotional Needs of Gifted Students
August 7, 2009	Literature Circles & Literary Stations Across the Curriculum, Grades K-5
November 9 & 16, 2009	Differentiation & Instructional Strategies, Grades K-12

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.2 Provide specialized classes for identified GT students and cluster GT students in classes.	GT Coordinator, Campus Administration, GT Campus Specialists	PEIMS Data, GT Budget	August – June Annually	Class Rosters, GT Specialist Schedule, PEIMS Data	Surveys, Student Performance on State Assessments	CNA, C

**2009-2010 Classes for GT Students ----- Successful**

Students in grades K-6, identified as GT, are clustered in the general education classroom and served in a pull-out gifted and talented program one time per week by a Gifted Specialist. Students in grades 7-12, identified as GT, are served in the Pre-AP and AP classes. Pre-AP and AP teachers attend College Board Conferences every 3 years for the most up to date instructional strategies.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.3 Identify and provide differentiated learning and enrichment opportunities based on student needs.	Campus Administration, Campus Staff, GT Specialists	GT and Campus Budgets, Supplemental Programs and/or Materials	Daily	AISD Differentiation Documentation Form, Lesson Plans	Student Work Samples, Success Maker Lab Reports at Elementary Campuses, Student Performance on State Assessments	C

**2009-2010 Differentiated Learning ----- Successful**

Gifted and talented students, in grades K-6, receive differentiated instruction in the general education classroom and in the GT pull-out program. Students in K-5 also receive a differentiated reading and math program through the Success Maker Lab. Students in grades 7-12 receive a differentiated program in the general education classrooms and in Pre-AP and AP courses.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.4 Continue Texas Performance Standards Project for grades 3-6.	GT Specialists	GT Budget, Performance Standards Project Curriculum	August – June	Lesson Plans, Project Documentation	Project Work Samples, Student Project Grades	C

**2009-2010 Texas Performance Standards Project (PSPs) ----- Successful**

Texas Performance Standards are implemented in the GT pull-out program in grades K-6.

Grade Level	Performance Standard Project
K	Art
1 <sup>st</sup>	Art
2 <sup>nd</sup>	Biography
3 <sup>rd</sup> & 4 <sup>th</sup> (Odd/Even Years)	Flight, From Medieval Mayhem to the Refined Renaissance, Enigmas, Fun with Physics
5 <sup>th</sup>	Ancient Egypt, Quilts, Crime Scene Investigations
6 <sup>th</sup>	Instant Millionaire

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.5 Inform parents through multiple means of communication about student eligibility and services for gifted and talented students.	Campus Administration, GT Specialists	AISD Calendar	August – May Annually	GT Specialist Schedule, AISD GT Webpage, GT Brochure, Campus Handbooks, GT Screening Letter, GT Nomination Letter	Parent Permission to Test Form, Assessment Data, Results of Screening Process Letter, Program Permission Letter, GT Handbook Acknowledgement Form	PI

**2009-2010 Communication to Parents ----- Successful**

The procedures used to identify the gifted and talented students include three main stages: nomination, screening and selection. The campus Gifted Specialist notifies parents of the process through written communication, parent meetings, individual conferences, campus handbook, and the AISD GT webpage.

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**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.  
**Objective:** Increase student achievement for college readiness.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7.1 Percent of 9 <sup>th</sup> -12 <sup>th</sup> graders completing and receiving credit for at least one advanced/dual enrollment course will increase and exceed the state average.	Campus Administration, Counselors, Campus Staff	College Prep Classes, Dual Credit Classes, Supplemental Materials	Fall & Spring Semester Annually	Master Schedule, Class Rosters, Attendance Reports	AEIS Report, Comparison of Reports Annually, Individual Cumulative Record	CNA, HQ, PD, C

**2009-2010 District Advanced Course/Dual Enrollment Completion Results from AEIS Report ----- Successful**

AISD	Region XI	State
28.2%	25.1%	24.6

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7.2 Percent of 11 <sup>th</sup> – 12 <sup>th</sup> graders taking at least one AP exam and scoring a 3 or above on at least one AP exam will increase and exceed the state average.	Campus Administration, Counselors, Campus Staff	College Prep Classes, Dual Credit Classes, Supplemental Materials	GPA: Oct. 2009-2012, AEIS: Nov. 2009-2012, AP Testing: May 2009-2012	AP Participation to College Board, Campus Exam Schedule	AEIS Report Compared Annually	CNA, HQ, PD, C

**2009-2010 District AP Results from GPA & AEIS Report ----- Successful**

GPA: Aledo I.S.D. and Aledo High School earned a Gold Performance Acknowledgment for AP Results.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7.3 Percent of graduates scoring at or above SAT/ACT criterion score will increase and exceed the state average.	Campus Administration, Counselors, Campus Staff	Local Funds, High School Allotment Funds, College Board Materials, PSAT Results, AHS Testing Site, Supplemental Materials, SAT Prep Courses, PSAT for 10 <sup>th</sup> Grade	October, November, March, & April Annual Practice Sessions, GPA: Oct. 2009-2012, AEIS: Nov. 2009-2012	Calendar of Events, Student Enrollment in SAT Prep Courses, Enrollment in SAT Practice Test Sessions, Enrollment in SAT On-Site Testing	College Board Reports for Individual Students, GPA and AEIS Report Compared Annually	CNA, HQ, PD, PI, C

**2009-2010 SAT/ACT Results from GPA & AEIS Report ----- Successful**

GPA: Aledo ISD and Aledo High School earned a Gold Performance Acknowledgment for SAT/ACT Results.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7.4 Percent of students who meet or exceed to Texas Success Initiative (TSI) Higher Education Readiness Component in ELA and math will increase and exceed the state average.	Campus Administration, Counselors, Campus Staff	Bridge Class, Benchmark Data, Inova Reports, Supplemental Materials, SAT Prep Class	TAKS: May 2009-2012, GPA: Oct. 2009-2012, AEIS: Nov. 2009-2012	TAKS Reports, GPA Report, AEIS Report	GPA and AEIS Report Compared Annually	CNA, HQ, PD, C

**2009-2010 TSI Results from GPA & AEIS Report ----- Successful**

GPA: Aledo ISD and Aledo High School earned a Gold Performance Acknowledgment for TSI ELA and TSI Math. In addition, Aledo ISD and Aledo High School earned a Gold Performance Acknowledgment for College Ready Graduates.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7.5 Percent of graduates meeting or exceeding requirements for the Recommended High School Program (RHSP) /Distinguished Achievement Program (DAP) will increase and exceed the state average.	Campus Administration, Counselors, Campus Staff	Bridge Class, The Learning Center (TLC), Dual Enrollment, Supplemental Materials	Fall & Spring Semester Annually, GPAs: Oct. 2009-2012, AEIS: Nov. 2009-2012	Individual Student Cumulative Record, GPA Report, AEIS Report	GPA and AEIS Report Compared Annually	CNA, HQ, PD, PI, C

**2009-2010 District RHSP/DAP Results from AEIS Report ----- Successful**

GPA: Aledo High School earned a Gold Performance Acknowledgments for RHSP/DAP.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
7.6 Continue distance learning opportunities for dual college credit.	Campus Administration, Campus Staff	Local Funds, High School Allotment Funds, Coordinated Service with Community College	Fall & Spring Semester Annually	Class Schedules, Attendance Records, Submission and Completion of Assignments, Grade Reports	Individual Student Cumulative Record	CNA, C

**2009-2010 Distance Learning Courses & Completion w/Weatherford College ----- Successful**

Total Students Receiving College Credit - 93

Semester	Course	# of Students
Fall 2009	Psychology 2301	24
	History 1301	15
	Math 1314	4 (13 enrolled)
Spring 2010	Psychology 2301	16
	History 1302	16
	Speech 1311	13
	Math 1314	5 (11 enrolled)

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**District Goal #1: Student Achievement** – Students will meet or exceed educational performance standards.  
**Objective:** Meet or exceed completion rate, graduation rate, dropout rate and attendance for all students.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
8.1 Maintain a completion rate (grades 9-12) of 95% or above.	Campus Administration, Campus Staff	High School Allotment Funds, The Learning Center (TLC), TLC Personnel, State Compensatory Funds, Student Attendance Records, Credit Retrieval Options, Zeros Aren't Permitted (ZAP) Program, Campus Rtl Team	AEIS: Nov. 2009-2012	Student Attendance Records, Class Schedules, Final Grade Reports, Referrals to TLC, SCE and HSA Annual Expenditures, Campus Rtl Referrals and Progress Based Monitoring Data	AEIS Report Compared Annually	CNA, HQ, PD, PI, M, C

**2009-2010 District Completion Rate from AEIS Report** ----- Successful

AIISD	Region XI	State
98.9%	90.7%	89.2%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
8.2 Maintain a graduation rate above the state and region.	Campus Administration, Campus Staff	High School Allotment Funds, The Learning Center (TLC), TLC Personnel, State Compensatory Funds, Student Attendance Records, Credit Retrieval Options, Zeros Aren't Permitted (ZAP) Program, Campus Rtl Team	AEIS: Nov. 2009-2012	Student Attendance Records, Class Schedules, Final Grade Reports, Referrals to TLC, SCE and HSA Annual Expenditures, Campus Rtl Referrals and Progress Based Monitoring Data	AEIS Report Compared Annually	CNA, HQ, PD, PI, M, C

**2009-2010 Graduation Rate from AEIS Report ----- Successful**

GPA: AISD and Aledo High School earned a Gold Performance Acknowledgment for College Ready Graduates (Class of 2009).

Subject	AISD	Region XI	State
ELA	80%	65%	62%
Math	79%	63%	60%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
8.3 Maintain a dropout rate of 0% (grades 7-8).	Campus Administration, Campus Staff	Student Attendance Records, RTI (Response to Intervention) Campus Team	Aug. to June 2009-2012, AEIS: Nov. 2009-2012	Student Attendance Records, Parent Contact Records, Campus RTI Referrals and Monitoring Reports, Truancy Records	AEIS Report Compared Annually, Campus Truancy Report	CNA, HQ, PD, PI, M, C

**2009-2010 Dropout Rate from AEIS Report ----- Successful**

AIISD	Region XI	State
0%	0.3%	0.3%

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
8.4 Monitor and document student absences (including parent contacts and truancy) to meet or exceed attendance rate standards.	Campus Administration, Campus Staff	AISD Police Department, Local Court	Aug. to June 2009-2012, GPAs: Oct. 2009-2012, AEIS: Nov. 2009-2012	Student Attendance Records, Parent Contact Records, Campus Rtl Referrals and Monitoring Reports, Truancy Records	GPAs and AEIS Compared Annually, Campus Truancy Report	CNA, PI, C

**2009-2010 District Attendance from AEIS, GPAs, Filed Campus Truancy ----- Successful**

GPA: Aledo Middle School and McAnally Intermediate School earned a Gold Performance Acknowledgment for Attendance.

Campus	Truancy Cases
AHS	3
TLC	1
AMS	2
McAnally	0
Vandagriff	0
Coder	0
Stuard	0
McCall	1

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
8.5 Provide students opportunities to experience work in related field (Career & Technology – CTE).	Campus Administration, Counselors, CTE Teachers	Businesses, CTE Courses, CTE Shared Service Agreement (SSA) with Weatherford College	Aug. – June 2010-2012	Student Schedules, Carl Perkins Federal Application, Shared Service Agreement (SSA)	Number of Students Attending Program And Earned Certification/License	PD, PI, C

**2009-2010 Work Opportunities for Special Education Students ----- Successful**

Aledo I.S.D. participates in a co-op with Weatherford High School for Career and Technology Education (CTE) classes.

Course	# of Students
Auto Tech I	1
CISCO I	1
Cosmetology I	1
Cosmetology II	2

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**District Goal #2: Safe School Environment** – Promote a safe, orderly and threat-free school climate.  
**Objective:** AISD will provide a safe and drug-free environment that promotes academic success.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
9.1 Implement safe and drug free school activities including preventative education on aggression, sexual harassment, bullying, student responsibilities, and legal recourses.	District Administration, Campus Administration, Campus Staff	AISD Officer, Local Funds, School Health Advisory Committee (SHAC), Specialized Curriculum: Law Enforcement at Teaching Student (LETS) Program, Stop Alcohol Violation Early Project, Aim for Success, Dating Violence, CATCH Health,...	Aug. to June 2009-2012, Cyber Safety Week Annually 2009-2012, Red Ribbon Week Annually 2009-2012	District and Campus Calendar of Events, Campus Activities during Red Ribbon Week, Campus Documentation for Guest Speakers, Cyber Safety Week Activities, Cyber Safety Parent Presentation, SHAC Meeting Documentation	Campus and Parent Surveys, Campus Discipline Referrals, Lesson Plans for Cyber Safety Week	CNA, RS, PD, PI, C

**2009 -2010 Safe and Drug Free School Activities ----- Successful**

All campuses participated in Cyber Safety Week activities September 20-24, 2009. Safe & Drug Free School activities were conducted at each campus during Red Ribbon Week, October 26-30, 2009 and during the school year (i.e., poster contest; classroom lessons by campus counselor; Shattered Dreams at Aledo High School on March 9 & 10, 2009; Prescription Drug Awareness Program on December 8 & 9, 2009; AIMS at Aledo Middle School on September 10, 2009; Drug & Alcohol Program presented to athletes by Tyler Kruse, Drug Enforcement Agent; National Night Out on October 6, 2009; SHAC review of Aledo ISD Drug Survey via Texas A & M; SHAC Newsletters distributed to parents during the fall and spring semester)

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
9.2 Review, revise, publish and disseminate student code of conduct including extracurricular codes of conduct.	Campus Administration, Campus Staff	TASB Legal Service, ESC Region XI	August 2009-2012	AISD On-line Policy, Campus Student Handbook, Signed Parent Copy of Handbook Receipt	Campus Discipline Referrals, Teacher and Parent Surveys	PI, C

**2009-2012 Student Code of Conduct ----- Successful**

Aledo I.S.D. Student Code of Conduct is disseminated annually in August with parental receipt of information on file. Extra Curricular Code of Conduct is disseminated annually for each extracurricular activity with parent receipt of information on file.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
9.3 Provide and promote Character Education.	Campus Administration, Extra-curricular Directors, Campus Staff	Local Funds, Supplemental Programs (i.e., Capturing Kids Hearts, Great Expectations, Covey's Seven Habits, etc.) Title II Funds, Character Education	August 2009-2012	Campus Calendar of Activities	Campus Discipline Referrals, Teacher and Parent Surveys	CNA, RS, PD, PI, C

**2009-2010 Character Education ----- Successful**

Each campus implements Character Education programs/activities: Guidance lessons with campus counselors and/or teachers during advisory, Covey's Seven Habits, Great Expectations and Character Leadership (McAnally), Safe School Ambassadors (AMS), Capturing Kids Hearts (All elementary campuses and AHS), Teen Leadership course (AHS). All the elementary campuses and McAnally are designated Character Plus Schools per TEA.

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**District Goal #3: Technology** – Increase achievement for all students utilizing varied means of technology.  
**Objective:** Enhance instruction, services and communication through technology for students, teachers, and parents.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.1 Implement on-line Parent Portal for parents to access grades and attendance.	District Administration, Technology Staff	Local Funds	Sept. – Oct. 2009	First Press Release and AISD Web Posting; Sign-in Sheet for Staff Training ; Parent Correspondence	Parent Portal Usage Report, Teacher Postings on Parent Portal, Increased Student Academic Performance and Attendance	PI

**2009-2010 Parent Portal ----- Successful**

The first press release and web posting about Parent Portal was on September 4, 2009. The first campus training session for PEIMS Clerks and one other campus Member was on September 8, 2009. Campus principals met with faculty regarding the program the week of September 8th. Teacher trainings on how to navigate the program was provided by Gregg Holbert on September 15<sup>th</sup> and 17<sup>th</sup>. All campuses disseminated letters to parents, the week of September 28<sup>th</sup>, with instructions on setting up Parent Portal on their personal computers. Parent Portal access was available on October 12, 2009.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.2 Continue distance learning opportunities at all campuses.	District Administration, Technology Staff	Local Funds	Sept. to May Annually	Scheduled Events with Region XI by Title/Teacher/Date, Purchase Order for Program	Campus Usage, Campus Request to Continue Distance Learning	CNA, RS, PD, A, M, C

**2009-2010 Distance Learning ----- Successful**

Students in Aledo ISD participate in Distance Learning Field Trips via Region XI; 3,051 students participated in 106 events. The following is a partial listing of Distance Learning events: Museum Math, Writing Through the Museum, Thanks to Molly Goodnight the Buffalo Do Still Roam, Home on the Range: Charles Goodnight and the Invention of the Chuck Wagon, A Journey Through Texas, A Laura Ingalls Wilder Christmas, How to Measure a Horse, My Scientist Tools: A Journal Activity for Little Scientists, Wiggly Giggly Pumpkin, Little King Quigley's Allergies, Creatures of the Night, While You Were Asleep, Winter Constellations, Fire: Friend of the Prairie, All About Matter, Eggs Everywhere, Icy Science, The Animals of the Mitten, Armadillo Round-Up, Engineers Week Challenge 2010, Geometric Transformations, Texas Critters, Around A Cactus – Animals of the Desert for Young Children, Copland and The Common Man: Abraham Lincoln, United States Army Field Band Jazz

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Ambassadors, The Nutcracker – Act I, Winter Wonderland – Cool Winter Trivia; The “IONS” of Winter: Migration, Hibernation, and Adaptation, More Than A Drop: Aquifers Uncovered, Let’s Talk Turkey, Good to Great Science Journals, Little Green Monsters, We the People: A Constitution Day Program, The Heart of the West, Stones and Bones: Archeologist, Wild Texas Weather, Living with a Star: NASA’s New Solar Dynamics Observatory

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.3 Expand the use of Classroom Response Systems to collect student data and address specific areas of need.	District Administration, Campus Administration, Technology Staff	Local Funds	Spring Semester 2009	Purchase Order to Data Projections, Calendar of Campus Trainings	Implementation of Smart Response Systems in Classrooms, Student Data Reports	CNA, RS, PD, A, M, C

**2010-2011 Classroom Response Systems ----- Successful**

16 sets of 24 Smart Response Systems and 15 sets of 25 Smart Response Systems were distributed to the campuses for instructional purposes and Rtl Data Based Monitoring.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.4 Increase the computer to student ratio for instructional purposes.	District Administration, Campus Administration, Technology Staff	Local Funds	Annually 2009-2012	Technology Schedule for Installation of Computers/Computer Labs	Computer Usage	A, M, C

**2009-2010 Computer to Student Ratio ----- Successful**

At the beginning of the 2009-2010 school year, we had 2,844 seats for student use; with the opening of the Ninth Grade Campus the number increased by 325 seats. The term “seats” is used vs. computers, because there are four student seats for each 1 Xtenda computer.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.5 Research and implement a school to home computer based program to promote literacy and math.	District Administration, Campus Administration, Technology Staff	Local Funds	Annually 2009-2012	Purchase Order for Rosetta Stone, Training for ESL Parent and Students Receiving Program, Training for ESL Teachers	Rosetta Stone/Computer Checkout Log, Student Log of Time of Task	RS, PI, M, C

**2009-2010 School to Home Program ----- Successful**

During the fall semester Aledo ISD reviewed language programs for our ESL students to use at home. Aledo ISD purchased Rosetta Stone Language Learning Software (Levels I, II, and III) to implement a school to home program; the program provided 20 ESL students additional learning opportunities to develop their English language skills. Campus ESL teachers received training on April 9, 2010; ESL parents and students participating in the program attended an orientation session on April 27, 2010 and received the computers and program.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.6 Provide district wide "Safe Computing" event to increase student, staff and community awareness of risks when using technology including appropriate responses to those risks.	All	Local Funds	Annually in September 2009-2012	Campus Calendar of Events, Safe Computing Lessons, District-wide Parent Presentation from Department of Justice	CyberSmart Week Teacher Survey,	PI, PD

**2009-2010 Safe Computing ----- Successful**

CyberSmart Week was September 21-25, 2009. Daily lessons from <http://cybersmart.org> were provided to all teachers for classroom instruction and provided on the Aledo ISD webpage "Teacher Resources". A district-wide Parent CyberSmart Safety event was on September 22, 2009; the presenter was Alex Lewis from the Department of Justice.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.7 Provide on-line password protected access to the district curriculum.	All Administrators & Staff	Local Funds, Vertical Curriculum Teams	Summer 2009	Grade Level Scope & Sequence/Curriculum Documents Posted Online	Immediate Teacher/Administration Access to Online Curriculum Documents via Aledo ISD Webpage "Teacher Resources"	C

**2009-2010 Password Protected Curriculum ----- Successful**

Teachers and administrators have immediate access to the Aledo ISD Scope & Sequence/Curriculum documents via the Aledo ISD website ; the documents are password protected.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.8 Provide resources to staff in order to share instructional technology solutions such as Smartboard lessons	All Staff	Local Funds, Smartboard Lessons from Teachers	2009-2010 School Year	Campus Share Point Sites	Calendar via Share Point Site, Teacher Feedback Regarding Smart Lessons	PD

**2009-2010 Instructional Technology ----- Successful**

A Microsoft tool called "SharePoint" was implemented to provide a checkout system for use of campus laptop carts, Smart Response units and available training rooms (i.e. Walsh Room, Louden Room and Reilly Room). Smart Exchange, a free web data base from Smart Technologies, is available for the teachers to access Smart lessons.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.9 Continue the development of technology committees and campus technology leaders to assist with integration of technology in the classroom.	District Administration, Campus Administration, Technology Staff	Local Funds, Designated Campus Staff	2010-2011	Schedule of Events, Campus Technology Committee Members	Technology Committee Meeting Sign-in Sheets, Minutes and Agendas	PD

**2009-2010 Campus Technology Committees ----- Successful**

During the 2009-2010 school year, individual campus meetings were conducted with the campus principal regarding Campus Technology Committees and committee members; full implementation fall 2010.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.10 Provide regular opportunities at the campus and district level, to learn instructional technology (i.e., specific calendar training dates, discussion group meetings).	District Administration, Campus Administration, Technology Staff	Local Funds	Ongoing 2009-2012	Calendar of Events, Staff Development Sign-in Sheets and Agendas	Staff Development Evaluations	PD

**2009-2010 Technology Training ----- Successful**

During the 2009-2010 school year, SMARTboard trainings were conducted for beginning and intermediate learners on June 11, 2009 and advanced learners on June 12, 2009. Aledo ISD provided an Instructional Technology Academy the week of June 10, 2010 on the following topics: Smart Response Student Clickers in Five Minutes or Less, It's Not Your Grandmother's Overhead, SMARTboard Notebook from A to Z, TECH Boot Camp, You've Got the Power - Adapting New and Existing Power Points with SMART Notebook, Cool Tools for School, Make Your Lessons POP! - Create Professional Looking Original Lessons with Pizzazz!, Let's Make a Deal!, Get the Picture, and Step Away from the Board. In addition, Microsoft Office 2007 sessions were conducted during June 2010: Office 2007, Outlook 2007, Word 2007, Excel 2007, and PowerPoint 2007.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.11 Continuation and improvement of virus and security protection without sacrificing power of the user.	District Administration, Technology Staff	Local Funds	Daily 2009-2012	Purchase Order for McAfee and Lifespeed Programs	Spam Mail Report, McAfee Threat Report	

**2009-2010 Virus and Security Protection ----- Successful**

Dallas County Schools implemented a multi pronged approach to protect Aledo ISD from viruses and keep the district secure. Lightspeed is used for Spam blocking and filtering; McAfee Enterprise provides virus and intrusion protection.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.12 Provide storage (network drives and network access) for staff to access from home and school.	District Administration, Technology Staff	Staff Feedback, Evidence of Network Drives	2010-2011	Technology Schedules	Windows Directory on Computers and Central Storage	

**2009-2010 Shared Network ----- Successful**

AISD implemented district-wide “My Documents” to provide the shared network storage functionality. Syncing of “My Documents” achieves both back of teacher files and access to files from home.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.13 Provide automated back-up for staff.	District Administration, Technology Staff	Local Funds	2010-2011	Technology Schedules	Windows Directory on Computers and Central Server	

**2009-2010 Automated Back-up ----- Successful**

This strategy was achieved with "My Documents" implementation (see 10.12 above).

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.14 Research student access (grades 3 <sup>rd</sup> and up) to network drives from home and school.	Technology Staff	Local Funds	2009-2012	Student User List	Windows Directory	

**2009-2010 Student Home Access to Network ----- Successful & Research in Progress**

School access, but not home access, was implemented for the 2010-2011 school year. Students can obtain their documents from any computer in the district. Research is continuing for student access to network drives for home access.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.15 Provide all staff ability to easily publish to the Web (Webpage publication – research Content Management possibilities)	District Administration, Technology Staff	Local Funds	2009-2011	Contract with Dallas County Schools, Purchase Order for Program	Teacher Websites	C

**2009-2010 Webpage Publication ----- In Progress**

During the 2009-2010 school year, varied programs were reviewed. As of November 2010, a vendor “School Fusion”, was chosen for full implementation during the 2010-2011 school year.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.16 Continuation and improvement of Help Desk Services	District Administration, Technology Staff	Local Funds	Program Purchased Spring 2009	Purchase Order for Adventnet Program	Yearly Help Desk Reports	

**2009-2010 Help Desk Services ----- Successful**

Per the “Yearly Help Desk Report”, the 2009-2010 school year closed with 5,595 helpdesk tickets.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.17 Research network printing at all district buildings	Technology Staff	Local Funds	2009-2010	Windows Directory, Inventory of Shared Printers	Installation of District/Campus Printers	

**2009-2010 Network Printing ----- Successful**

Network printing was implemented at all campuses.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
10.18 Provide up-to-date software versions and training for students and staff	District Administration, Technology Staff	Local Funds	Annually 2009-2012	Technology Implementation Plan, Purchase Order for Microsoft 2007	Training Agendas, Sign-in Sheets, Evaluations	PD

**2009-2010 Software and Training ----- Successful**

AISD Technology Department continues to review and update "group policy", an active directory feature from Microsoft, to manage all Microsoft updates. Microsoft Office 2007 sessions were conducted during June 2010: Office 2007, Outlook 2007, Word 2007, Excel 2007, and PowerPoint 2007.

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**District Goal #4: School/Parent/Community Involvement** – All members of the school community will be partners in the educational process.  
**Objective:** Maintain a partnership between school, community, business and service organizations and increase parental communication.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
11.1 Continue distribution of online school/district climate survey to parents annually.	Superintendent, Deputy Superintendent	K12 Insight	April /May 2009-2012	Distribution of Online Teacher & Parent Survey	Teacher & Parent Survey Results	PI

**2009-2010 Climate Surveys ----- Successful**

Aledo I.S.D. disseminated the Teacher Climate Survey on April 20, 2010 to 367 employees with a response rate of 55.86%. Survey results (percentages) for each indicator were reviewed with the campus principal to identify campus strengths and needs.

Aledo I.S.D. disseminated the Parent Climate Survey on May 28, 2010 to 1,503 parents with a response rate of 14.76%. Survey results (percentages and comments) for each indicator were reviewed with the campus principal to identify campus strengths and needs. Below are the parent responses to the question, “What overall grade would you give Aledo I.S.D. regarding your child’s education?”

Overall Grade for AISD			
A	B	C	D
81%	19%	0%	0%

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**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
11.2 Conduct annually student and parent information/orientation sessions for students transitioning from elementary to intermediate school, intermediate to middle school, and middle to high school. Sessions should include GT services, Student Success Initiative requirements, advanced courses, graduation requirements, class rank and Texas Success Initiative (TSI) Higher Education Readiness, and vocational/career opportunities through co-op arrangements with ISD's and colleges.	Campus Principal, Staff	AISD Calendar	Spring Semester 2009-2012	Campus Calendar of Events, Parent Notification of Event, Agenda, Sign-in Sheet	Parent Feedback	PI

**2009-2010 Student/Parent Orientation ----- Successful**

Student and parent orientation sessions were provided to assist students in transitioning from one campus to the next campus.

Campus	Event	Date
Elementary Campuses	Kindergarten Roundup	March 23-27, 2009
McAnally	Passport Camp	August 14, 2009
McAnally	Meet the McCats	June 1, 2010
Aledo Middle School	7 <sup>th</sup> Grade/New 8 <sup>th</sup> Grade Orientation	August 20, 2009
Aledo High School	8 <sup>th</sup> Grade Parent Night/Student Orientation	February 1, 2010

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
11.3 Continue to provide access of district facilities for community/service organizations.	School Board, Executive Director for Administration, Campus Administration	District Facilities, On-Line Facility Usage Guidelines and Fee Schedule, On-Line Facility Request Form, On-Line Procedures for Reserving and Renting a Facility	Annually 2009-2012	Use of Facility Agreement, Receipt for Payment	Continued Use of Facility Requests	

**2009-2010 Use of Facilities ----- Successful**

The following is a partial listing of community/service organizations utilizing district facilities: Aledo Lions Youth Football, Aledo Elite POP Warner Football Association, Westside YMCA, American Cancer Society, Aledo Dance Academy, Camp Fire USA, Parker County Community Coalition, Cub Scout Pack 1099, The Episcopal Church in Parker County, Principled Property Tax Group, Club Volleyball, Aledo United Methodist Church, Aledo Athletics, Inc., TNT Select Volleyball, Boy Scouts of America, Ride for Heroes, Aledo Lions Club, and Aledo Advocats.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
11.4 Continue partnership between the district and East Parker Chamber of Commerce.	Superintendent, Designated Administrators and Staff	District Personnel	Monthly 2009-2012	Calendar , Chamber of Commerce Sign-in Sheets	Continued Local Business Support	

**2009-2010 Chamber Partnership ----- Successful**

Aledo ISD Superintendent attends monthly East Parker County Chamber of Commerce meeting to promote the school district. Chamber of Commerce representatives participate annually in the Texas Scholars Program at Aledo Middle School. The Community Partners Program provides an avenue for the school, business and community to work together.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
11.5 School and community work cooperatively to provide for economically disadvantaged and homeless students and families.	District Administration, Campus Administration	District/Campus Homeless Liaisons, Campus Principals, East Parker County Center of Hope, AdvoCats, Area Churches, Title I Funds	Aug. to June 2010-2012	Free/Reduced Lunch Program, Registration Documentation, Homeless Documentation of Identification/Services, School/Community Service Drives	Number of Students Receiving Free/Reduced Lunch Program, Campus Outreach Activities, NCLB Homeless Compliance Report	C

**2009-2010 Homeless Students ----- Successful**

Support services were provided to 35 students. Services included free/reduced lunch program, clothing, school supplies and medical needs (referrals to doctor and/or dentist via AdvoCats and Center of Hope).

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
11.6 Continue Community Partners "Connection" Mentor Program	District Administration	District Community Partners Coordinator, Community and School Mentors	Aug. to June 2010-2012	Application for Mentor, Application for Mentee, Documentation of Assigned Mentor/Mentee	Campus Sign-in Sheets, Personal Contacts by "Connections" Mentor Program Director	

**2009-2010 Connection Mentor Program ----- Successful**

Community Partners served 33 students in grades K-12.

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**District Goal #5: Personnel** – Maintain 100% of academic core subject area classes taught by highly qualified teachers.  
**Objective:** Aledo I.S.D. will recruit, train and retain 100% highly qualified teachers.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.1 Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining a webpage.	Deputy Superintendent, Certification Specialist, Campus Principal, Webmaster, New Teachers, High School Students	Local Funds, Recruitment Schedule	Attendance at Job Fairs During Spring Semester 2009-2012	Job Fair Registrations, Job Fair Sign-in Sheets, Calendar, Job Postings on Aledo ISD webpage	Number of Job Fair Applicants, AISD Online Application, Recommendations to Board	HQ, R/R

**2009-2010 Recruiting ----- Successful**

Aledo ISD participated in the following Job Fairs: Texas Christian University, March 25, 2010; University of Texas at Arlington Job Fair, March 30, 2010; Tarleton University Job Fair, April 6, 2010; and Region XI Job Fair, April 28, 2010.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.2 Maintain an effective teacher mentoring system in order to retain highly qualified staff.	Deputy Superintendent, Campus Principal, Mentor Teachers	Local Funds, State Mentoring Program	Annual August Orientation 2009-2012, Nov. and	Calendar of Events, Sign-in Sheets, Dissemination Date of On-line Survey, Payment to Classroom Mentor Teacher	New Teacher On-line Survey Results, Professional Progress Results, Teacher Turnover Rate, Exit Survey	HQ, PD, R/R

**2009-2010 Teacher Mentor Program ----- Successful**

Classroom teachers were assigned as mentors to 8 new personnel members with 5 or less years of experience; campus administrators served as mentors to the 7 new personnel members with 6 or more years of experience. District and Campus New Teacher Orientation sessions were conducted on August 11, 12, and 13, 2009. Mentors meet with new personnel throughout the year; a Professional Progress Report is completed, by the campus principal, on each new employee and submitted to the Deputy Superintendent in November and February. New teachers received an online New Teacher Survey on November 16, 2009 for feedback to the district and campuses. The survey results indicated 100% strongly agreed or agreed to overall quality of the New Teacher Orientation sessions both at the district and campus level; 80% strongly agreed or agreed to the overall quality of the mentor program – 20% did not respond to this question.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.3 Assist any late hire teachers to meet highly qualified requirements in a timely manner.	Deputy Superintendent, Certification Specialist, Campus Principal	Local Funds	August 2009-2012 or As Hired	Job Postings, Applicant Certifications, Approved Recommendations	Personnel Record, Highly Qualified Report	HQ, PD, R/R

**2009-2010 HQ Late Hires ----- Successful**

Aledo ISD campus principals and HR Department ensure the late hire meets certification and highly qualified requirements for the assignment prior to signing a contract.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.4 Analyze and review data from current core subject teachers' transcripts, certifications, testing, staff development, in-service records to ensure that all meet highly qualified status.	Certification Specialist	Local Funds	August 2009-2010 or As Hired, Monthly Review of Expiring and Renewed Certificates	Teacher Assignments and Daily Schedule, HR Online Spreadsheet of Expiring Certificates and Renewals	Renewed Certificates, Highly Qualified Report	HQ

**2009-2010 HO Core Subject Teachers ----- Successful**

The HR Department conducts monthly reviews of expiring and renewed certificates. Teachers are sent reminders to complete the renewal process in order to meet certification and highly qualified requirements.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.5 Analyze and review data from prospective core subject teachers' transcripts, certifications, testing, staff development and service records to ensure that each one meets highly qualified status.	Deputy Superintendent, Certification Specialist, Campus Principal	Local Funds	August 2009-2010 or As Hired, Monthly Review of Expiring and Renewed Certificates	Teacher Assignments and Daily Schedule, HR Online Spreadsheet of Expiring Certificates and Renewals	Personnel Records, Renewed Certificates, Highly Qualified District and Campus Report	HQ

**2009-2010 HO Status ----- Successful**

All teachers and instructional paraprofessionals hired meet the certification and highly qualified requirements. Aledo ISD and all campuses are 100% Highly Qualified.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.6 Maintain percentage of highly qualified core academic subject area teachers to meet 100%.	Deputy Superintendent, Assistant Superintendent for Special Programs, Certification Specialist, Campus Principals	Local Funds	August 2009-2012	Principal's Attestation Report, Highly Qualified District and Campus Reports	Highly Qualified District and Campus Reports, Personnel Records	HQ, R/R

**2009-2010 HO Teachers ----- Successful**

All teachers and instructional paraprofessionals hired meet the certification and highly qualified requirements. Aledo ISD and all campuses are 100% Highly Qualified.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.7 Maintain the percentage of core academic subject area classes taught by highly qualified teachers to meet 100%.	Deputy Superintendent, Assistant Superintendent of Special Programs, Certification Specialist, Campus Principal	Local Funds	August 2009-2012	Daily Teacher Schedules, Highly Qualified Campus Reports	Highly Qualified District and Campus Reports, Personnel Records	HQ, R/R

**2009-2010 HQ Teachers ----- Successful**

Core academic classes are taught by 100% highly qualified teachers and paraprofessionals.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.8 Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100%.	Deputy Superintendent, Assistant Superintendent of Special Programs, Certification Specialist, Campus Principal	Local Funds	August 2009-2012	Daily Teacher Schedules, Highly Qualified Campus Reports	Highly Qualified District and Campus Reports, Personnel Records	HQ, R/R

**2009-2010 HQ Teachers on High Poverty Campuses ----- Successful**

Core academic classes are taught by 100% highly qualified teachers and paraprofessionals on all campuses in Aledo ISD.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.9 Maintain the percentage of teachers receiving highly qualified professional development to meet 100%.	Deputy Superintendent, Assistant Superintendent of Special Programs, ESL Director, Campus Principal	Title I Funds, Title II Funds, Title III Funds, Individuals with Disabilities Education Act – Federal Funds	Aug. to July Annually	Professional Development Calendar, Sign-in Sheets, Agendas	On-line Staff Development Evaluations	HQ, PD, R/R

**2009-2010 Professional Development** ----- **Successful**

Below is a partial listing of district-wide staff development sessions; training is also provided through Region XI and conference attendance. Small group training and meeting sessions also occurred for New Teacher Orientation, Special Education, ESL, GT, Balanced Literacy, Homeless, State Assessment, and Substitute Orientations. In addition, training/updates occur on Early Release Days, in grade level meetings and staff meetings.

Topic	Date
SMARTboard Beginning and Intermediate Training	June 11, 2009
SMARTboard Advanced Training	June 12, 2009
Aledo Writing Project	June 16-19 & 22-25, 2009
K-2 Reading Components of Balanced Literacy	August 3, 2009
K-2 Writing Components of Balanced Literacy	August 4, 2009
Differentiation Made Easy for Grades 6-12	August 4, 2009
Finding the Gifted Students in Your Classroom	August 5, 2009
Social & Emotional Needs of Gifted Students	August 6, 2009
SMARTboard for Substitutes	August 6, 2009
K-5 Math Differentiation	August 7, 2009
K-5 Literature Circles & Learning Stations Across the Curriculum	August 7, 2009
Multi-Teaching Sensory Approach (MTA)	August 10 & 11, 2009
AISD New Teacher Orientation	August 11, 2009
Crisis Prevention Intervention	August 13 & 14, 2009; September 19, 2009; May 18, 2010; May 20, 2010
New Teacher SMARTboard Training	August 13, 2009
Response to Intervention	August 17, 2009
LPAC Training	September 4, 2009
State Performance Plan – SSP # 7 Training	September 3, 2009
TAKS-M Field Test Training	September 28, 2009
AI Inclusion: Working with Auditory Impaired Students	October 7, 2009
Gifted & Talented Overview & Program Options	October 19, 2009 & October 30, 2009

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Write Traits	October 27, 2009
eSped Training	October 29, 2009; November 2 & 4, 2009
Differentiation & Instructional Strategies for GT	November 9 & 16, 2009
Grade Placement Committee Training	November 10, 2009
504 Update	January 4, 2010
English Language Proficiency Standards (ELPS) Training	January 22, 2010
Facilitated IEP Training	February 22, 2010; February 25, 2010
Balanced Literacy Make & Take	February 2, 2010
TELPAS Online Training	February 8, 2010
Connections Mentor Training	February 19, 2010
Rosetta Stone Training	April 9, 2010
ESL / ELPS Science Training	May 5, 2010
PD Tracker	May 18, 2010
Instructional Technology Academy	June 10 & 11, 2010
Microsoft Office 2007 Programs (i.e., Office, Word, Excel, PowerPoint)	June 14, 17, 22, 28, 30, 2010

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.10 Ensure low income/minority students are not taught at higher rates than other student groups by inexperienced, out of field or non-highly qualified teachers.	Deputy Superintendent, Assistant Superintendent of Special Programs, Campus Principal	Local Funds	August 2009-2012, AEIS : Nov. 2009-2012	PEIMS, AEIS Report, Highly Qualified Reports	AEIS Report, Highly Qualified District and Campus Reports	CNA, HQ, R/R

**2009-2010 HQ Teachers ----- Successful**

All Aledo ISD students receive instruction from highly qualified teachers and paraprofessionals.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.11 Attract and retain highly qualified teachers.	Board of Trustees, Superintendent, Deputy Superintendent, Assistant Superintendent of Special Programs, Campus Principal	Local Funds	August to June 2009-2012; AEIS: Nov 2009-2012	Recruiting Schedule, Job Fair Registrations, AISD Website	AEIS Report: Teacher Turnover Rate	HQ, R/R

**2009-2010 Retention of HQ Teachers ----- Successful**

Aledo ISD participated in the following Job Fairs: Texas Christian University, March 25, 2010; University of Texas at Arlington Job Fair, March 30, 2010; Tarleton University Job Fair, April 6, 2010; and Region XI Job Fair, April 28, 2010. Recruitment and retention incentives include New Teacher Orientation, a 2 year mentor program and varied staff development opportunities.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.12 Report annually to stockholders the status of the district and all campuses toward meeting the state's highly qualified target goal.	Assistant Superintendent of Special Programs, Campus Principal	Local Funds	Fall 2009-2012	Principal's Attestation Report, NCLB Highly Qualified District and Campus Reports, AISD Website	Board Agendas and Minutes Reporting Highly Qualified Requirements	C

**2009-2010 Reporting of HQ Status ----- Successful**

The district and campus highly qualified status was reported publically to the Board on November 16, 2009. NCLB Highly Qualified Teacher Requirements are posted annually on the district's website under the NCLB icon.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.13 Improve minority recruitment through contacts with area universities.	Deputy Superintendent, Designated Administrators	Local Funds, Recruitment Schedule	Spring 2009-20102	Purchase Orders for Recruitment Registrations, Job Fair Sign-in Sheets, AEIS: Nov. 2009-2012	AEIS Report for Personnel	R/R

**2009-2010 Recruitment ----- Successful**

Aledo ISD participated in the following Job Fairs: Texas Christian University, March 25, 2010; University of Texas at Arlington Job Fair, March 30, 2010; Tarleton University Job Fair, April 6, 2010; and Region XI Job Fair, April 28, 2010.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.14 Provide a stipend for mentor teachers.	School Board, Deputy Superintendent, Campus Principal, Payroll and Benefits Coordinator	Local Funds	December 2009-2012	December Payroll	AEIS Report for Turnover Rate, Online New Teacher Survey Results	HQ, R/R

**2009-2010 Stipend for Mentor Teachers ----- Successful**

Eight classroom teachers served as mentor teachers and received a \$200.00 stipend during the month of December.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.15 Provide district-wide staff development and early release days (aligned across campuses) based on identified instructional needs.	District Administration, Campus Administration	Calendar, Budget, Assessment Results, Surveys, Title II Funds, Individuals with Disabilities Education Act -- Federal Funds	Aug. to June 2009-2012	Agendas, Sign-in Sheets	Evaluations	CNA, RS, PD, C

**2009-2010 Staff Development and Early Release Days ----- Successful**

See 12.9 for a listing of district-wide staff development offerings. District-wide early release dates were established for September 25, 2009; November 19, 2009; January 15, 2010; February 5, 2010 and March 4, 2010.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.16 Train/provide updates to professional staff regarding: <ul style="list-style-type: none"> <li>* 504 policies/procedures</li> <li>* Dyslexia policies/procedures, MTA (Multisensory Teaching Approach)</li> <li>* Identification, recruitment, and services for homeless and migrant students</li> <li>* Assessment</li> <li>* ESL certified TELPAS raters</li> <li>* Professional Development Appraisal System (PDAS)</li> </ul>	District Administration, Campus Administration	504 Coordinator, Dyslexia Coordinator, Dyslexia Staff, District Homeless/Migrant Liaison, Counselors, PEIMS Clerk Staff, Training Materials	Aug. to July 2009-2012	Agendas, Sign-in Sheets, Minutes	AEIS Report, NCLB Homeless Compliance	CNA, PD, C

**2009-2012 Staff Development ----- Successful**

See 12.9 for a listing of staff development offerings.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.17 Annually review and improve salary/benefit package for all employees and remain competitive within the metroplex.	School Board, Superintendent	Local Funds	2009-2012 Annually	Comparison of Salary/Benefits Packages	Board Approved Salary / Benefit Package	C

**2009-2010 Salary/Benefit Package ----- Successful**

The Aledo ISD Superintendent reviews and compares salaries across the region and makes recommendations to the Board annually. The Board approved the 2009-2010 Salary Scale on July 20, 2009.

Year's Experience	2009-2010		2010-2011		2011-2012	
	Bachelor	Master	Bachelor	Master	Bachelor	Master
1	43,300	43,800				
5	44,600	45,100				
10	45,725	46,425				
15	48,517	49,017				
20	52,325	52,825				
25	55,391	55,891				
30	57,952	58,452				

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
12.18 Require staff development as a condition for employment: * Aledo Writing Process (all elementary staff and secondary ELA and social studies staff) * Professional Development Appraisal System (PDAS) Training * New Teacher Orientation * ESL Certification * TELPAS Certification * Texas Primary Reading Inventory (TPRI), Grades K-2 * Balanced Literacy, Grades K-2 * Crisis Prevention Intervention (CPI) * Gifted and Talented Training * Texas Adolescent Literacy Academies (TALA) * Texas Reading Academies	Deputy Superintendent, Special Services Director, ESL Coordinator, Campus Principal, Campus Administration	Local Funds, District/Campus Trainers, On-Line Training Modules, Region XI, Individuals with Disabilities Education Act – Federal Funds	August through June 2009-2012	Agendas, Sign-in Sheets, Acquired Certifications, Certificate of Attendance	AEIS Report, Campus Reports	PD, R/R, C

**2009-2010 Staff Development for New Employees ----- Successful**

See 12.9 for a listing of staff development offerings.

**Evaluated & Revised October, November, December 2010 – Reported to Board 12/14/10**

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**Assessment:** AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

**District Goal #6: Resources and Facilities** – Provide resources and facilities consistent with the growth of the district.  
**Objective:** Allocate, align, and prioritize fiscal and material resources to support the system's essential purpose.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
13.1 Implement projects and purchases based on approved bond package: * Ninth Grade Campus (including core facilities; library, cafeteria, gymnasiums, band hall) * Renovations * Future School Site	School Board, Superintendent	Board of Trustees, AISD Administration, Community/District Consultants, Bond	2005-2008 Bond Projects Completed 2009-2010	Certificate of Occupancy on File	Projects Completed, Ninth Graders Assigned to New Campus	

**2009-2010 AISD Projects** ----- **Successful**

The Ninth Grade Campus "Certificate of Occupancy" was granted July 2009. The Technology/Security Center was completed July 2009; the Teacher Training Center was completed August 2009. The following additional projects were completed: new roof and HVAC at Coder Elementary; resurfacing the high school tennis courts; energy saving light fixtures at Vandagriff, Coder, McAnally and AMS; abatement and remodeling at Vandagriff Annex ; and extra-curricular facility and bleachers. Other bond purchases included technology enhancements, 3 school buses and 1 suburban.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
13.2 Continue communication for students, staff and public regarding projects and purchases on approved bond.	School Board, Superintendent	AISD Website, The Communicator, Varied Media Resources, School Board Meetings, Webmaster, Communications Officer	2005-2008 Bond Projects Completed 2009-2010	AISD Website, AISD Communicator, AISD Board Meetings	Projects Completed	C, PI

**2009-2010 Communication Regarding Projects/Purchases** ----- **Successful**

2005-2008 Bond proposals were completed. Bond project updates were communicated via AISD Website, AISD Communicator and at monthly Board Meetings by a representative(s) from Buford Thompson Construction.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
13.3 Future bonds will include a sixth grade campus, a middle school, and three elementary campuses.	School Board, Superintendent	Citizens Committee, Varied Media Resources	To Be Determined As Needed	Board Identifies Needs and Calls Bond Election	Voters Approve Bond Proposal	

**2009-2010 Future Bonds ----- Successful**

Future unsold bonds remain from the 2005-2008 Bond - \$6,025,000.00

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
13.4 School attendance boundaries will be reviewed and/or balanced as additional campuses are opened.	School Board, Superintendent	AISD Administration	2009-2012	Demographic Report, Campus Student Enrollment	Realigned Boundaries	

**2009-2010 School Attendance Boundaries ----- No Change Required**

Current boundaries will remain intact until changes are necessary due to facility additions or limitations.

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
13.5 Utilize federal funding for operational/utility expenses	Superintendent, Chief Financial Officer	Title XIV-ARRA SFSF Funding	Grant Dates 2009-2012	Grant Application, ARRA NOGA	Financial Audit	C

**2009-2010 Federal Funds ----- Successful**

At the November 15, 2010 Board Meeting, Kirk and Richardson, CPAs, presented the district's 2009-2010 Annual Financial Audit. The auditor reported a clean audit, with no instances of material weaknesses in internal control and no disclosures of material noncompliance.

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Migrant Education Program Plan of Action  
 ESC Region XI SSA  
 Priority for Service  
 2010-2011

<b>Goal:</b>	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
<b>Objective:</b>	Identify migrant students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<b>No Child Left Behind (NCLB) Act directs Texas Migrant Program to target funds to provide services to migrant students who are failing or at risk of failing to meet the state's content and performance standards and whose education has been interrupted during the regular school year.</b>	Print and review the New Generation System (NGS) Priority for Service (PFS) student report monthly.  Submit the PFS to the district SSA contact for distribution to appropriate staff.	Sept. 1, 2010 - May 31, 2011	ESC Region XI	NGS generated PFS report	Report of services provided to students
Highly mobile migrant students are often forced to make non-promotional school changes during the regular school year that result in a lack of instructional continuity and subsequent lower levels of student learning and academic success.	Provide an opportunity for PFS students to attend summer school to make up work and/or be ready for the next school year.  Monitor ninth grade students' coursework and contact district counselor with information for the UT Austin Graduation Enhancement Program credit accrual program and assist with registration for credit accrual	Sept. 1, 2010 - May 31, 2011  June 2011 - July 2011  September 2010 - May 2011	ESC Region XI NGS specialist  ESC XI staff and school contact Summer school teacher  ESC XI staff	NGS generated PFS report sent electronically  MAS math curriculum Reading curriculum  UT Austin Graduation Enhancement Program	Copy of email sent to districts  Pre/post tests  Course completion rates
	Collaborate with counselors each reporting period (semester) in developing a personal graduation plan for PFS students	Sept. 2010 - May 2011	ESC XI staff and school counselors	Student transcripts	Graduation rate of migrant students

Migrant Education Program Plan of Action  
 ESC Region XI SSA  
 Priority for Service  
 2010-2011

<b>Goal:</b>	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
<b>Objective:</b>	Identify migrant students who enroll late and withdraw early and provide supplemental services to each student.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<b>Title I Migrant Coordinator will use NGS "Priority for Services" reports to give the priority placement to these students in Migrant Education Program activities</b>	Collaborate and review district policies and procedures concerning students with late entry or early withdrawal and share information with counselors and teachers.	September 2010	ESC XI MEP consultant	SSA district policy (on website)	Policy statement
Due to mobility, migrant students often have inconsistent course placements.	Monitor NGS course completion for <u>PFS students with late entry and early withdrawal</u>	September 2010 – May 2011	ESC XI migrant staff	NGS reports, student transcripts	Student transcript
Secondary school migrant students are not accruing sufficient credits to graduate on time, especially those who are highly mobile.	Use migrant funds to pay tuition or fees for evening classes, summer school, credit by exam or distance learning.	September 2010 – June 2011	ESC XI migrant consultant	Purchase order	Certificate of completion, student transcript
	Share and coordinate secondary credit accrual practices with receiving states through the Secondary Credit Accrual workshop, hosted by the Texas Migrant Interstate Program (TMIP).	February 2011	ESC XI migrant staff	Phone and email to TMIP	List of students traveling to different states

**Migrant Education Program Plan of Action**  
**ESC Region XI SSA**  
**Priority for Service**  
**2010-2011**

<b>Goal:</b>	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
<b>Objective:</b>	Identify migrant students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.

<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Materials</b>	<b>Method of Evaluation</b>
<p><b>Title I Migrant Coordinator will provide campus principals, appropriate campus staff, and parents the PFS criteria and updated NGS PFS reports.</b></p> <p>Migrant students often face difficulties associated with adjusting to new school settings, making new friends and gaining social acceptance – issues which can be grouped according to behavioral engagement, and which relate to opportunities for participation in academic, social or extracurricular activities, emotional engagement which related to positive and negative reactions to teachers, classmates, academic materials and school, in general; and cognitive engagement relating to investment in learning and may be a response to expectations, relevance and cultural connections.</p>	<p>Provide monthly NGS PFS report to each campus with identified PFS students.</p> <p>Meet with PFS migrant parents to explain how their students were identified and what services are available to these students.</p> <p>Collaborate with SSA districts to develop and implement a set of district procedures outlining strategies for partial/full credit accrual for migrant students with late entry/early withdrawal.</p> <p>Work with project and SSA districts in creating a leadership event specific to migrant students designed to help students develop effective learning and study skills.</p> <p>Provide opportunity for students to attend leadership workshops at ESC XI and participating SSA districts</p> <p>Review Unique Student Count Report monthly to identify the secondary migrant students who have enrolled late and collaborate with district for possible make-up course work and/or placement in required classes.</p>	<p>Sept. 2010 – May 2011</p> <p>Sept. 2010 – May 2011</p> <p>Sept. 2010 – May 2011</p> <p>Sept. 2010 – May 2011</p> <p>Sept. Oct. Feb. April 2010</p>	<p>ESC NGS specialist</p> <p>ESC Migrant consultant</p> <p>ESC Migrant consultant</p> <p>ESC Migrant staff</p> <p>ESC staff and school district staff</p>	<p>NGS PFS student report</p> <p>Parent meeting Handouts Registration</p> <p>District policy and procedures Staff development event (registration) Event agenda</p> <p>Meeting agenda Registration/sign in sheet</p> <p>Event sign-in sheet. agenda. handouts</p>	<p>Completed reports</p> <p>Completed parent conference form</p> <p>District policy/procedures</p>

Migrant Education Program Plan of Action  
 ESC Region XI SSA  
 Priority for Service  
 2010-2011

<b>Goal:</b>	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
<b>Objective:</b>	Provide information to help migrant parents access health resources and healthcare

<b>Evidence of Need</b>	<b>Activity</b>	<b>Timeline</b>	<b>Staff Responsible</b>	<b>Materials</b>	<b>Method of Evaluation</b>
<p><b>Title I Migrant Coordinator will ensure that "Priority for Services" students receive priority access to instructional services, as well as connections to social workers and community social services/agencies</b></p> <p>Many migrant parents value education for their children but they may not have the educational resources or knowledge to provide the support expected by school staff</p> <p>As a result of language barriers or the mobility of the family, migrant children of face difficulties accessing health care services</p>	<p>Provide parents with information on community health services and non-profit agencies at parent meetings</p> <p>Provide training and/or materials to migrant recruiters on agencies and non-profit resources for parents to access</p> <p>Provide information to parents on accessing services provided by the Harvest of Hope Foundation. Send information with each new COE.</p> <p>Provide the migrant hotline number to students and families</p>	<p>Parent meetings Sept. 2010 – May, 2011</p> <p>Sept. 2010 – May, 2011</p> <p>Parent meetings Sept. 2010 – May, 2011</p> <p>Parent meetings Sept. 2010 – May, 2011</p>	<p>Migrant consultant, community agencies</p> <p>Migrant consultant</p> <p>Migrant consultant</p> <p>Migrant consultant</p>	<p>Brochures, fliers, Marketing materials</p> <p>Brochures, fliers, Marketing materials</p> <p>Brochures, fliers, Marketing materials</p>	<p>Feedback from families and health/social services agencies</p> <p>Feedback from families and health/social services agencies</p> <p>Feedback from families and health/social services agencies</p>

Migrant Education Program Plan of Action  
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 Priority for Service  
 2010-2011

<b>Goal:</b>	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
<b>Objective:</b>	Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
<p>The Title I Migrant coordinator, MEP staff, and school staff will make home and/or community visits to update parents on the academic progress of their children.</p> <p>Priority for Services migrant students are less likely to be promoted in the early grades than non-PFS migrant students.</p>	<p>Provide parents with information on collaboration with school personnel. Give parents list of resources to access via the internet.</p>	<p>Sept. 2010 – May, 2011</p>	<p>MEP staff</p>	<p>Handouts, CD</p>	<p>Feedback from parents and students</p>

Migrant Education Program Plan of Action  
 ESC Region XI SSA  
 Priority for Service  
 2010-2011

<b>Goal:</b>	Identify and provide services to migrant students who are failing or at risk of failing to meet the State's content and performance standards and whose education has been interrupted during the regular school year.
<b>Objective:</b>	Use data to plan the Priority for Services Action Plan for 2010-2011 school year and assist the district with supplemental services when not provided by other federal or non-federal programs.

Evidence of Need	Activity	Timeline	Staff Responsible	Materials	Method of Evaluation
	Review lists and collaborate with SSA district contact staff or counselor to determine how the ESC Region XI can assist the district with migrant students	September 2010 – May 2011	Migrant consultant	PFS form, district information, lists of services provided by the district	Completed PFS Program Plan 2010-2011
	Review list of PFS high school and middle school students who attended the leadership presentations: <ul style="list-style-type: none"> <li>- Technology Connections in Math and Science for Migrant Middle School Students</li> <li>- College Access and Readiness for Migrant Students</li> <li>- Path to Scholarships</li> <li>- Middle School Leadership Camp</li> </ul>	Oct. 19, 2010  Sept. 18, 2010  Oct. 9, 2010 Nov. 2, 2010	Migrant consultant and staff  Migrant consultant and staff Migrant consultant and staff	-Migrant Unique Student reports -Migrant summer school rosters -Final student grades -Tutoring services delivered in 2010-11	Workshop rosters, sign-in sheets
	Review the number of PFS students who enroll in summer school.	June 2010	Migrant consultant	PFS report, MEP data, NGS data	
	Review the list of ninth grade students who have failed courses	September 2010 – May 2011	Migrant consultant	NGS data	
	Check NGS to verify that all secondary students have graduation plans in place.	June 2010	Migrant consultant	NGS data	
	Review list of students who had tutoring, summer school, credit by exam paid for by ESC Region XI MEP funds.	June 2010	Migrant consultant	NGS data	
	Review list of students with excessive absences	June 2010	Migrant consultant	NGS data	
	Review list of students taking courses from UT Graduation Enhancement Program				