Aledo Independent School District

Aledo High School

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies

Public Presentation Date: October 3, 2019

Mission Statement

ALEDO HIGH SCHOOL IS COMMITTED TO EXCELLENCE IN EDUCATION BY SETTING THE STANDARD FOR EXCEPTIONAL CHARACTER, ACADEMICS, AND COMMUNITY.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

ASPIRE TO EXCELLENCE

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo High School student population continues to evolve as we grow as a campus and district. Our total student population is 1,365 for this school year.

White	**80.5%**
Hispanic	**13.5%**
American Indian	**<1%**
African American	**1.4%**
Asian	**<1%**
Multi-Racial	**2.7%**
Economically Disadvantaged	**11.7%**
Completion Rate - 402 (2018 Grads)	**99%**
Dropouts - 01	**<1%**
Discipline referrals	**(Last year 171, the year before 310)**

Attendance Rate 96.4%

Needs:

Aledo HS will continue staff development to assist in the EOC results and growing student body. Aledo High School utilizes Title 2 and Title 3 funds to support of staff development and ELL student needs.

Demographics Strengths

Strengths:

- Excellent students and caring community that supports our campus and kids!

Needs:

- Planning for graduation retention
  - Assess data from dropout rates for at-risk identification
  - Use data to improve graduation rate and decrease our at-risk population
  - Respond to individualized needs for at-risk students

Student Achievement

Student Achievement Summary

AHS staff and students worked tirelessly to attain the gains on EOC assessments last year. The campus received an "A" rating for the 2018-2019 year. Data was disaggregated in August and targeted areas were discussed for the 2019-2020 year in during professional development training. AHS received two of the seven distinctions last year. Our distinctions were in Academic Achievement in Science and Social Studies.

AHS will continue to work towards improving student achievement through staff development and program changes as needed after reviewing benchmark data and nine week assessments during the year. We will also work on improving student attendance, preparing our students for life after graduation, and building stronger connections with students.

Student Achievement Strengths

Strengths:

- Aledo High School Met Standard on STAAR
- Aledo HS received an "A" campus rating
- Student Leadership opportunities
- AHS 100% Highly Qualified Staff
- Two STAAR Distinctions (science and Social Studies)
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week.
- Growth was evident in all four district look-fors

Needs:

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and ESL in all core areas
- Continue to provide professional development opportunities aimed at increasing student achievement
- Continue training for special education inclusion model

School Culture and Climate

School Culture and Climate Summary

Aledo High School is a campus that has a culture of success that must be maintained and improved upon each year. We have experienced great success in Fine Arts, Student Organizations, Academics, and Athletics over the years and it is a tradition that each group wants to continue to build upon. The staff morale is positive but must be monitored for increased stress and changes in morale.

School Culture and Climate Strengths

Strengths:

- Safe and secure learning environment
- Student Council Leadership Program and Leading Ladies/Goodfellows programs on campus
- Community, parents, and staff have high expectations for student achievement in all areas
- Programs related to internet safety and bullying
- High level of parent and community involvement
- Aledo Education Foundation (AEF) and local community partnerships
- Aledo PTO
- Expanded random drug testing to include tobacco usage (all UIL participants)

Needs:

- Encourage greater parent participation in the use of district provided online resources (parent portal, teacher website, online textbooks)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aledo High School staff is a group of veteran teachers with some newer staff members that are all committed to student excellence. Campus administrators will monitor the 15 new teachers at AHS to ensure a smooth transition period during their first year on campus. At set times during the school year, we will check on the assimilation of the new staff to our campus family. Teacher mentors are assigned to new staff with less than 5 years of experience to support their transition to AHS.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% highly qualified again this year
- Solid support programs for new teachers
- A variety of staff development opportunities

Needs:

- Mentor program for teachers new to the district that are veteran teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Aledo HS has two main tests (Eng 2 & U.S. History) given to all students as well as re-testing for the other three areas (Eng 1, Biology, and Algebra). We need to continue our focus on expanding instructional approaches to meet our goals with EOC testing. We will utilize the Eduphoria program to allow teachers to quickly access their student's benchmark data and other critical information. We will continue to use our RtI team to identify and support our struggling students.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Aledo earned an overall score of 91% and an "A" rating on STAAR accountability.
- Overall student achievement on STAAR was 94% (STAAR Performance, College, Career, and Military Readiness, Graduation Rate)
- School Progress 81% (Academic Growth)
- Two distinction designations were earned in Science and Social Studies.
- The number of Career Technology Education course offerings and pathways has continued to increase in response to student interest.
- Aledo HS provided on-going communication with all staff through a weekly Newsletter.
- District provides monthly Just in Time Professional Learning opportunities based on identified teacher needs.
- Core Content Vertical Meetings occur each nine weeks to ensure instructional alignment and standards driven instruction across grade levels.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides the district with overall areas of reinforcement and refinement.
- Aledo HS hired SPED personnel in order to move to a co-teach model.

Needs:

- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to strengthen instructional design and standards driven instruction.
- Continue to revise curriculum documents and continue to build capacity of district curriculum writing teams.
- Continue to strengthen the backwards design process to ensure that classroom instruction is aligned to the rigor of district assessments.
- Continue to build leadership capacity in the Professional Learning Community (PLC) process.
- Continue to increase rigor, learner engagement and relevance in all classrooms.
- Continue to increase meaningful technology integration.

- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas

Parent and Community Engagement

Parent and Community Engagement Summary

Aledo High School is fortunate to have great community support for all our students. Our business members are quick to provide support and our families attend our Athletic, Fine Arts and Academic events in great numbers. We need to work towards improving our communication with our stakeholders through our website, Parent Link, District Phone App and other methods available to the campus. AdvoCats has continued to support our economically disadvantaged students with their needs during the year.

Parent and Community Engagement Strengths

Strengths:

• Parents actively involved in their child's education
• Parent participation in specialized committees
• Community business partners actively support the mission of the district
• Extra-curricular programs in which parents and employees work together to enhance student involvement

Needs:

• The parents need more information regarding ways for them to be more involved in district decision making, perhaps a booth at Curriculum night.

School Context and Organization

School Context and Organization Summary

Department chairs will continue their role this year in the planning and staff development with the End of Course (EOC) assessment. We must continue to adjust our instructional focus on the EOC assessments based on campus performance and student needs. Monitor the assimilation of the 15 new teachers to AHS and 3 new staff members to our campus.

School Context and Organization Strengths

Strengths:

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- FIRST Superior financial rating for 16 consecutive years with a district score of 100%.
- Aledo ISD Induction Year Teacher Support Program
- Aledo Learning Center serves students who are at risk of dropping out –33 students graduated from ALC in 2018-2019
- Aledo ISD earned an "A" rating from Texas Education Agency in 2018-2019

Needs:

- Continue efforts to reduce class size waivers and class sizes across all grade levels and content areas, specifically secondary.
- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning
- Continue opportunities for staff members to influence change across the district with increased communication.

Technology

Technology Summary

Explore possible additions to the campus technology through the Technology teacher group created to review new tools and platforms. Expand our understanding and usage of the Canvas platform in classrooms. Continue to explore new ideas like flipping the classroom when appropriate for the subject. Aledo High School will participate and focus on cyber safety during Digital Citizen Week.

Technology Strengths

Strengths:

- Our district currently has two learning management systems available for teachers and students – Google Classroom and Canvas.
- Students and staff have the ability to use Class Link-Launchpad (single sign on) that streamlines access to multiple programs used across the district. In order to be easily accessible for younger students or students with specific needs, sign-on can be obtained through this system via traditional means or via a QR code.
- As of summer of 2019, all professional staff members are required to complete a 3 hour technology training designed to create meaningful opportunities for integration in the classroom.
- Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- The C & I department has implemented Future Ready Aledo, which focuses on leveraging technology to support the 4 C's, Creativity, Collaboration, Communication, and Critical Thinking.
- New wireless access points district-wide provide excellent coverage for portable devices
- Upgraded internet connection from I Gbps to 10 Gbps to stay ahead of increasing bandwidth requirements
- 70-inch interactive Promethean boards in every classroom
- At least five iPads (K-2nd) or Dell Chromebooks (3rd-12th) in every classroom
- Every student received Digital Citizenship instruction, AISD Common Sense District 2019-2020
- Instructional Technology offers ongoing training in efficient and effective uses for technology throughout the school year in a variety of methods at the campus and district level. For example, Just in Time sessions, Lunch and Learns, before and after school training opportunities.
- Strong supportive technology department at the district level
- Access to technology
- Continued use of Google Apps for Education by staff and students

Needs:

- More new teacher training for available technology/programs

- On-going yearly technology training for all staff including relevant content examples and modeling with feedback and follow-up
- More Instructional Technology staff to support at the campus level
- More frequent technology refreshment cycle

Priority Problem Statements

Problem Statement 1: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas
Root Cause 1:
Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo High School will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing 85% of the time, by June 2020

    Evaluation Data Source(s) 1: Data from Daily Impact Walks

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will utilize Thinking Maps with the frame of reference and Thinking Maps taken to critical writing for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity and Thinking Maps taken to critical writing. Data from daily impact walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2020.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo High School will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

    Evaluation Data Source(s) 2: Daily Impact Walks

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will implement Framing the Lesson in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2020.				
2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2020.				
3) Teachers will implement Critical Writing in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education, CTE, ESL, Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, Aledo High School will move from the "initiating" level to the "developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will: Indicator #1: * identify essential learning standards for each unit and clarify criteria for student mastery	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	80% of AHS Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				
	100% = Accomplished		= Continue/Modify	0% = No Progress		= Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2020, Aledo High School will move from the "initiating" level to the the "developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator #1: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	80% of AHS Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, Aledo High School will move from the "pre-initiating" level to the "developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator#1: * have established a SMART goal and assess progress toward reaching the goal.	2.4, 2.5, 2.6	Collaborative Teams Instructional Specialist Campus Administration District Administration	80% of AHS Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1: To ensure student and staff safety, all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2020.

    Evaluation Data Source(s) 1: 100% of checked unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2020.Summative.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Dec	**Feb**	**Apr**	**June**
1) Campus police officers and security personnel will check 10% of each door type at each campus district wide every week and maintain documentation.		Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff	100% of checked unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2020.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The Athletic Department will promote 100% course passing rate for all athletes, at the end of each nine weeks reporting period, during their competitive season, by monitoring individual student grades by June 2020.

Evaluation Data Source(s) 2: 100% of student athletes pass all courses at the end of each nine weeks reporting period during their competitive season by June 2020.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Each Head Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.	2.4, 2.5, 2.6	Athletic Director Head Coach/Assistant Coaches	100% of student athletes will pass all courses at the end of each nine weeks reporting period during their competitive season by June 2020.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 3: Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: Across all AP exams given in grades 9 through 12, Aledo ISD average score per standard will meet or exceed the global averages by July 2020.

Evaluation Data Source(s) 3: All Aledo ISD AP exam scores, as reported in the Instructional Planning Report, will meet or exceed the global averages. The Instructional Planning Report data will be reported to the Board of Trustees as soon as it is received in late summer.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Review the Instructional Planning Report data to identify the standards, and develop instructional strategies to increase student performance. 2) AP teachers will meet quarterly to discuss the implementation of high yield instructional strategies being implemented to increase student performance. 3) Implement high yield instructional strategies of Thinking Maps, Framing the Lesson, Frequent Small Group Purposeful Talk, and Critical Writing, focused on the identified standards, to increase student performance.	2.4, 2.5, 2.6	Executive Director of Student Services HS Instructional Specialists Campus Administration AP Teachers	1) Review multiple years of data to establish a baseline for comparison to July 2020 data. 2) Quarterly meetings will document AP teachers' implementation of high yield instructional strategies being implemented to increase student performance. 3) District Look For data; Thinking Maps, Framing the Lesson, Frequent Small Group Purposeful Talk, and Critical Writing, will be reviewed quarterly for all staff teaching AP courses.				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Campus Leadership Team 2019-2020

Committee Role	Name	Position
Administrator	Dan Peterson	Principal
Classroom Teacher	Gena Berry	Math Teacher
Classroom Teacher	Gloria Andrews	Art Teacher
Classroom Teacher	Jamie Rinehart	DWEIC Rep (ELA Teacher)
Classroom Teacher	Kris Grgurich	Science Teacher
Classroom Teacher	Amy Bullock	Math Teacher
District-level Professional	Lynn McKinney	Deputy Superintendent
Business Representative	Todd Kovach	Business Representative
Business Representative	Brenda Cheatham	Business Representative
Parent	Amy Dube	Parent
Parent	Julie Ellison	Parent
Community Representative	Lucia Bobalik	Community Member
Community Representative	Brett Parker	Community Member
Classroom Teacher	Amy Wheeler	DWEIC Rep (ELA Teacher)
Classroom Teacher	Cathy Williams	DWEIC Rep (Social Studies Teacher)