

Aledo Middle School Campus Plan 2013-2014



**KEEP
CALM
AND
ROCK
ON!**

**Cheryl Jones, Principal
Zach Tarrant, Assistant Principal
Mandy Musselwhite, Assistant Principal**

Mission

The mission of Aledo Middle School is to provide all students with an educational program which allows them to develop to their full potential intellectually, physically, and socially in order to be responsible citizens and contributing members of society.



Motto

"Excellence is to do a common thing in an uncommon way."

~Booker T. Washington

Campus Advisory Team Members

2013-2014

Name	Title	Length of Term
Cheryl Jones	Principal	Serves Annually
Zach Tarrant	Assistant Principal	Serves Annually
Mandy Musselwhite	Assistant Principal	Serves Annually
Adrian Edwards	Diagnostician	Expires End of 2014-2015 School Year
Lynn Richter	Teacher	Expires End of 2014-2015 School Year
Kristina Sosebee	Teacher	Expires End of 2014-2015 School Year
Carolee Griffith	Teacher	Expires End of 2014-2015 School Year
Kathy Evetts	Teacher	Expires End of 2013-2014 School Year
Angela Bettinger	Teacher	Expires End of 2013-2014 School Year
Debbie Mantooth	Teacher	Expires End of 2013-2014 School Year
Susan Stirewalt	Parent	2013-2014 School Year
Brandy Wert	Parent	2013-2014 School Year
Brenda Cheatham	Community Member	2013-2014 School Year
Cynthia Wilson-Stell	Community Member	2013-2014 School Year
Dale Mares	Business Representative	2013-2014 School Year
Tammy Viken	Business Representative	2013-2014 School Year

Aledo Middle School
Campus Needs Assessment
2013-2014

Attendance: 2012-2013

Grade 7	95.9%
Grade 8	96.0%

Discipline Referral: 2012-2013

1 st Semester Overall	70
2 nd Semester Overall	<u>142</u>
Year Totals	212

Retentions:	5
Special Education Referrals:	2 Referrals (1 Qualified and 1 DNQ)
Number of students referred to RtI Committee:	42
Number of 504 students:	68

Failure Rates (% of students who failed one or more classes)

	<u>1st Six Weeks</u>	<u>2nd Six Weeks</u>	<u>3rd Six Weeks</u>
7 th Grade:	6.2%	10.7%	13.8%
8 th Grade:	5.6%	10.1%	6.1%

	<u>4th Six Weeks</u>	<u>5th Six Weeks</u>	<u>6th Six Weeks</u>
7 th Grade:	13.6%	7.4%	6.3%
8 th Grade:	10.3%	6.6%	5.3%

**Aledo Middle School
Comprehensive Needs Assessment
2013-2014 School Year**

Demographics

Aledo Middle School is a campus serving 746 students in grades 7-8. The campus is located at 416 FM 1187 S Aledo, Texas. The campus staff is comprised of the following members: 3 campus administrators; 42 general education teachers; 5 special education teachers; 2 counselors, 1 campus librarian; 1 part-time diagnostician; 1 part-time speech teacher; 1 part-time dyslexia teacher; 1 nurse, 3 office staff; 2 special education aides and 1 ISS aide.

The student population at Aledo Middle School is 48.5% female and 51.5% male. The ethnic breakdown from the previous school year data is as follows: African American 1.86%; Caucasian 85.07%; and Hispanic 10.03%. Our economically disadvantaged populations is 12.8%. The percent of students receiving special education services is 6.4% and the percentage of students receiving ESL services is 1.74%.

During the 2013-2014 school year, AMS gathered data from a variety of sources and used the data gathered to develop the comprehensive needs assessment. The process for reviewing the data and identifying campus strengths and needs began during staff development days on August 19-23. Staff members also submitted Campus Planning Input Documents stressing both strengths and needs. On October 7, the CAT team worked together to revise the campus plan based on the campus comprehensive needs assessments. Throughout the process, the entire staff was given the opportunity to edit and revise the campus plan through a planning worksheet and last year's plan.

Strengths:

AMS has a veteran faculty that is focused on achieving academic excellence and meeting the needs of all students.

Majority of staff is ESL and/or SIOP certified.

Aledo ISD has maintained an acceptable student to staff classroom ratio.

Needs:

Additional staff development is needed in the use of Thinking Maps, technology, School Fusion and STAAR.

Additional staff training is needed in differentiation for ESL, special education and economically disadvantaged students.

Aledo Middle School is not a Title I school wide or targeted assisted campus. The last column, "Title SC", is included on each page of the plan to denote the NCLB categories for other Title funds (II, III).

School Context & Organization

Aledo Middle School receives state and local funds to develop instructional and co-curricular campus programs. In addition to state and local funds, the school also receives Federal Funds. Federal funds received in the 2013-2014 school year include Title 1 A, Title II A, and Title III A.

The Campus Advisory Team works in conjunction with the staff, parents, businesses, and community members in making decisions for the campus that are in the best interest of the overall student population.

Teacher input is valued in the process of curriculum development and implementation of instructional strategies which promote the academic success of our students.

Strengths:

Teacher handbook established which includes policy, procedures, and important dates.

A SharePoint calendar is used to share documents and data.

Staff updates are disseminated weekly which includes a calendar of events and other relevant "need to know" information.

Parents and staff are surveyed once a year.

Campus webpage is kept current along with the AMS Facebook page.

Teachers communicate via their School Fusion web page and the Grade Book.

The Parent Link system is utilized as a tool to keep parents informed about current events.

Faculty meetings are conducted regularly.

Special education meetings are conducted once per six weeks.

Open door policy with administrators.

Needs:

Develop mid-term staff feedback form.

Develop Campus Advisory input form.

Involve CAT and staff more in decision making process.

More training on School Fusion and other technologies.

Student Achievement

Aledo Middle School received a "Met Standard" rating on the new 2013 accountability rating system. There were many successes to celebrate within the initial accountability rating. The AMS teachers worked diligently with parents, students and each other to meet the needs of the students. Of the three index's, AMS scored above the state target (see table below). AMS also met 22 of the 24 system safeguards.

Index 1	Index 2	Index 3	Index 4
State Target-50	State Target-29	State Target-55	N/A at AMS
AMS Target-92	AMS Target-43	AMS Target-82	N/A at AMS

Identified areas of improvement include providing professional development opportunities for more teachers to receive the GT, SIOP and AP Institute training. High yield instructional strategies gleaned from both training sessions are easily applicable across all content areas and promote the critical thinking skills necessary to be prepared for post-secondary educational opportunities.

Data included in identifying needs include: AEIS reports; AYP reports; Student Success Rates per six weeks, Percent of Retentions; TELPAS Results

Strengths:

STAAR results for 2012-2013 school year indicate that the overall scores were at or above the state average for *all students* in Reading, Writing, Math, Science and Social Studies.

STAAR results for the 2012-2013 school year indicate that the overall scores for the economically disadvantaged sub group were at or above the state average in Reading, Math and Social Studies.

STAAR results for the 2012-2013 school year indicate that overall scores for the Hispanic subgroup were at or above the state average in Writing, Math, and Social Studies.

AMS met AYP.

Campus attendance rate was 96%.

Multiple venues are used to keep parents informed about student progress: Parent Portal, Phone Conferences, Parent Meetings, Utilization of IPR's, Report Cards, Email.

Utilization of the Success Maker Lab.

Continued staff support is offered for all students throughout the school day.

An ELA/Math lab is offered to students who need additional support in those subjects. A second lab teacher was hired for the 2013-2014 school year.

Math Advisory groups were created to give additional support to targeted students.

Continue to implement, use and train teachers on the use of Thinking Maps across all content areas.

Eduphoria is beneficial in tracking student progress from year to year.

Needs:

Improve scores in all sub groups on all tests.

Increase the number of teachers that receive ESL, SIOP, and AP training and/or certification.

Increase the passing standard for students identified as ESL, special education, and economic disadvantage in math science, and social studies.

Instructional focus on sub groups.

Increase the frequency of departmental planning opportunities for the purpose of collaboration.

Analysis of released STAAR test needs to be done in all content areas.

Curriculum, Instruction & Assessment

In previous years, Aledo ISD has worked to develop a common scope and sequence for core subject areas across all grade levels. The District continues to update and revise the Scope and Sequences, as needed. In addition, the District has been aggressive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery.

Data sources reviewed in identifying curriculum and instruction needs include the teacher resource page provided by the district, collaborative horizontal and vertical team alignment processes, departmental planning processes, teacher certifications, and available technology.

Strengths:

District developed scope and sequence for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.

The development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material.

Student interventions based on data from previous years' STAAR and six week grades.

Implementation of the StemScope Science curriculum has allowed for common instruction and assessment in Science.

AMS teachers used a variety of teaching resources that go, "beyond the book."

Implementation of Thinking Maps.

Daily student centered objectives are clearly posted in all classrooms.

Needs:

Increase the frequency of departmental planning.

Offer staff development based on campus needs.

Increase the number of teachers that are ESL, SIOP, and AP trained.

Increase the integration of student use of technology in the classroom.

Increase the amount of time that vertical and horizontal planning occurs on the campus.

STAAR resources.

Earlier intervention for struggling learners and sub groups.

Resources to help struggling learners.

Continued training on Thinking Maps and content specific use.

Elective teachers need more vertical collaboration.

School Culture & Climate

Aledo Middle School students and faculty are very proud of the tradition of academic excellence and the spirit of camaraderie that exists between the school and the community. The Aledo Middle School faculty believes the campus is staffed with caring individuals who work tirelessly to make learning fun and engaging for students. The faculty supports all student activities through participation in pep rallies, homecoming week, attending student games and extra-curricular events, and monitoring school dances. This Aledo Middle School faculty is committed to making a difference in the lives of all students in order to help them develop academically, socially and emotionally.

Strengths:

Caring staff committed to academic excellence and student support.

Caring parents that support the school and community through PTO, AdvoCats, PALS, WatchD.O.G.S, and Center of Hope.

Administer annual parent/staff survey to obtain feedback.

The staff update is disseminated weekly, SharePoint and School Fusion is utilized.

Hosted Bullying Prevention Week and Red Ribbon Week.

Continue Student of the Month and Teacher of the Month Award.

Continue a Year End Awards Ceremony for student awards and recognition.

Increased character traits awareness through counseling department.

Sunshine Committee activities.

Needs:

Continue to work with contracted services vendor for custodial services to improve cleanliness of the facility.

Increase opportunities for student recognition (i.e. perfect attendance, honor roll).

Increase opportunities for staff recognition (i.e. perfect attendance, instructional innovation).

Parent training on how to utilize the Parent Portal and School Fusion.

Training for students on appropriate use of social media.

Overall improvements to 7th grade building.

Technology

In an effort to promote technology integration into the classroom, Aledo ISD has provided every classroom teacher with a Smart Board, laptop computer, docking station, projector, documents camera, and sound system. In addition, AMS teachers have access to "Smart Response" student clicker systems, mobile computer labs, and two learning labs, and four extenda computers in the classroom. The faculty will continue to evaluate existing technology to determine future needs and staff development training necessary for effective implementation.

Strengths:

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

Every teacher is equipped with a Smart Board, laptop, docking station, document camera, and sound system.

4 Smart Response Clicker Systems for use.

2 Learning Labs for use.

4 Extenda Computers in the academic classrooms.

A teacher resource link is included on the district webpage to assist teachers in using classroom technology provided by the district.

Satellite printers in secure areas for teachers for the purpose of printing confidential information concerning students.

Read 180 Lab is used for special education students.

Needs:

Specialized software for content areas.

On-going staff development for current trends in technology utilization in the classroom.

C.O.W.'s need more computers.

Quicker response time when technology isn't working.

Students need to be allowed to use their own technology.

Student training in saving to the "u" drive.

Parent training on how to utilize the Parent Portal and School Fusion.

Technology training and access to additional equipment for staff and students.

Family & Community Involvement

The partnership between family, community and the school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as PTO, PALS, AdvoCats, WatchD.O.G.S. and the Center of Hope.

Strengths:

Information on the School Fusion campus webpage and Facebook page informs parents about opportunities to get involved at AMS.

Parent Portal allows parents quick access to student's academic progress.

New AISD mobile app.

Parent Link for administrators allows for disseminating important information to parents.

Student participation in community service projects through Student Council, NJHS and science grant (i.e. Prairie Project).

Parental support through PTO, Parent Administrative Liaison program (PAL's) and WatchD.O.G.S.

Share student/teacher awards or recognition with local newspaper.

Continue student Awards/Recognition Assembly.

Needs:

Create parent to school liaison for ESL students and their families.

Parent training on School Fusion and Parent Portal.

Additional teacher usage of School Fusion.

Increase W.A.T.C.H.Dog participation.

More parent involvement with sub groups.

Staff Quality, Recruitment & Retention

Due to a high employee retention rate, Aledo Middle School is predominantly composed of veteran teachers. The experiences and wisdom that come with being a veteran teacher, enables the staff to better understand the nature and needs of their students, as well as their own professional development needs.

Strengths:

100% Highly Qualified Teachers.

High Staff Retention Rate.

Acceptable teacher to student staff ratio.

New teachers with less than three years teaching experience were assigned a mentor teacher.

Needs:

Provide a variety of campus level staff development opportunities beyond days designated by the district.

Provide more Eduphoria, Grade book and School Fusion training for new teachers.

Comprehensive Needs Assessment Data Sources

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

Accountability Summary

AEIS

Attendance Records

AYP Data

Budget

Campus and Department Meeting Agendas & Sign in Sheets

Campus Planning Input Documents

Campus Goals

Common Assessments

Discipline Records

District Goals

District Parent Survey and Staff Survey

Federal and State Planning Information

IEP Goals

STAAR Results

Non-Mastery Reports

Parent & Staff Climate Survey Results

Success Maker Reports

TELPAS Results

2013-2014 Aledo Middle School Campus Improvement Plan

Campus Priority #1: Learning – AMS will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 AMS will align all curricula based on data to reflect appropriate rigor and maximize student success. The use of Success Maker will be used to close the gap in reading and math with targeted students. Algebra I will be offered to students who meet the requirements. Additional high school credit elective courses will be offered for eighth grade students.	Campus Administration. Core Departments. Horizontal/Vertical team. Exec Dir. of Curriculum	Eduphonia. Success Maker. Scope & Sequence. Year at Glance	2013-2014 school year; as data becomes available	STAAR Results. Data Tables. AEIS. AYP Results. Lesson Plans. School Report Card	Comparison of Reports and Objectives Annually by Sub Groups	PD CAN A C
1.2 AMS will provide a variety of diverse, rigorous courses and program, which include high school credit courses, to meet student needs and prepare them to be successful in a competitive-global society.	Campus Administration. Campus Staff Counselors	HQ Staff. Technology. TxVSN. Transportation. HS Credit Course Offerings	Annual Comparison of Course and Program Offerings	Master Schedule. Gold Performance Acknowledgement. AEIS Report. Class Rosters	Increased Offerings/Performance when Compared Annually	HQ C
1.3 AMS will identify and implement an appropriate set of effective instructional strategies including the full integration of existing technology by staff and students. The COW computers will be converted into two stationary labs for classroom use. The extendas and the smart board will be utilized in all classrooms.	Campus Administration. Campus Staff. Technology	Instructional Technology. All Classroom and Special Ed Staff	August 2013 – June 2014	Rtl Campus Documentation. Progress Monitoring Data for Individual Students. Lesson Plans. Professional Development	PDAS. Sign in Sheets & Agendas. STAR Chart	PD C
1.4 AMS will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation.	Campus Administration. Campus Staff	Athletic and UIL Coaches. Booster Clubs. Sponsors	August 2013- June 2014	Class Rosters. Enrollment Numbers in Activities. Rosters from Programs	Increased Attendance. Academic Achievements. UIL Recognition	PI C R/R

I.5 AMS will provide support programs to meet the diverse needs of all learners. This will include PAP courses, Content Mastery, Read 180, ELA/Math Lab, Math Advisory's for targeted students and pull-out tutorials.	Campus Administration. Campus Staff	GT Specialists. SE Director & Staff. ESL Director & Staff 504, RtI Team	August 2013- June 2014	GT Differentiation Documentation Forms. RtI Campus Documentation, Progress Monitoring Data for Individual Students. Class Rosters, Tutorial Sign in Sheets, ZAP Attendance Records	AEIS, AYP, Special Ed. 504, GT Annual Reports, TELPAS Reports, RtI Documentation, Report Cards	C PI HQ
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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,

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Campus Priority #2: Safety – AMS will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 AMS will evaluate and update emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus, Technology, Maintenance/Operations	AISD Police, Local First Responders, Local Funds, Grants, Edwards Risk Management	August 2013- June 2014	Written Plans, Documentation of Drills	Appropriate Response if Emergency Occurs	CNA
2.2 AMS will establish procedures for students and staff to report and respond to safety needs and concerns. Multiple drills will be held through the school year.	AISD Police, Campus Administration, Campus Staff	AISD Police, SHAC, TASB Resources, Edwards Risk Management	August 2013- June 2014	Written Plans in Handbooks & Posted in the Building, Drill Schedules	Teacher & Parent Survey Results	CNA
2.3 AMS will ensure compliance with all governmental safety regulations.	AISD Police/Maintenance, Campus	AISD Police/Maintenance, TASB Resources, Edwards Risk Management	August 2013- June 2014	Written Plans, Documentation of Drills	Buildings & Procedures will Meet Regulations	CNA
2.4 AMS will conduct a review and submit suggested revisions of the Student Code of Conduct including discipline data for trends on an annual basis to District Administration. A new school-wide tardy policy will be implemented this school year.	Campus Administration, Campus Advisory Team (CAT), DWEIC	PEIMS Data, Referral Data	March 2014 – August 2014	Discipline Data Reported in PEIMS, DWEIC Agenda CAT Agenda	Decreased Discipline Concerns	CNA
2.5 AMS will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and include a safety awareness month to practice safety protocols.	Campus Administration, Campus Nurse & Counselors, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC, Title II Funding, CATCH, Local Funds, AISD Police, Edwards Risk Management	August 2013- June 2014 Digital Citizenship Week, AIM Program Unity Day & Red Ribbon Week	Campus Calendar, Campus Drill Documentation, Counselor Plans	Lesson Plans for Red Ribbon Digital Citizenship Week, Activities for AIM Program, Unity Day & CATCH	CNA PD

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Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMA = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Campus Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of AMS.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 AMS will provide multiple platforms of communication. School Fusion pages, Parent Portal, Parent Link and Facebook will be used to keep parents and students up to date with current information.	Campus Administration, Technology, Webmaster Communications Officer	IT Department Campus Website, Campus Facebook Page, Federal & State Local Funds	August 2013- June 2014	Updated Campus Web Page, Facebook Page & Parent Link Data	Parent/Community Feedback & Parent Survey	PI PD
3.2 AMS will provide multiple programs for parent and community volunteer involvement. These include, SHAC, CAT, PALS, WatchD.O.G.S., PTO and Booster Clubs.	Campus Administration	District Personnel, SHAC, CAT, PALS, State & Local Funds WatchD.O.G.S., PTO, Booster Clubs	Monthly 2013 – 2014	Sign In Sheets, Campus Calendars of Events, & Meeting Agendas	Increased Parental Involvement, Community Feedback, Parent survey	PI
3.3 AMS will be an involved member in appropriate civic, municipal and charitable organizations in the Aledo ISD community.	Campus Administration	District Personnel, Local Funds	Monthly 2013-2014	Calendar of Events	Continued Local Support of the Community, Parent Survey, Civic Organization Documentation	PI
3.4 AMS will continue to build positive relationships with parent and school organizations. Administrator attendance at various school functions will be evident throughout the school year.	Campus Administration, Teacher/Campus, Program Directors	PTO, Booster Clubs, SHAC, Local Funds, AMS Events & Games	August 2013- July 2014	Parent Surveys	Increased Results from Parent Survey	PI

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Assessment: AELS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Campus Priority #4 Human Resources – AMS shall hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 AMS will maintain 100% fully certified and highly qualified staff.	Campus Administration	Local Funds & Federal Funds	August 2013- June 2014	Principal Attestation Report, HQ District & Campus Reports	HQ District/Campus Reports, Personnel Records	HQ CAN R/R AYP
4.2 AMS will follow the Districts structure of professional development for all employees which includes a revised, new teacher mentor program.	Campus Administration, Mentor Teachers	Local Funds & Federal Funds	Annual August Orientation, Follow-up Meetings in Nov, Feb, April	Calendar of Events, Sign In Sheets, Mentor Agendas, PD Request Forms	New Teacher Survey Results, Professional Progress Results, Teacher Turnover Rate, Sign In Sheets & Agendas	CNA PD R/R
4.3 AMS will continue to develop future leaders through professional learning communities at the district and campus level.	Campus Administration	Title I, II, III Funding, IDEA Funding, Local Funds	August 2013- June 2014	Professional Development Calendar, Sign In Sheets, Agendas, Evaluations	Online Staff Development, Evaluations	PD R/R

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Campus Priority #5 Financial/Facilities – AMS shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 AMS will continue to utilize a conservative approach to financial management while still providing a rigorous curriculum and extra-curricular activities.	Campus Administration	Current Budget, CAT	Aug 2013– July 2014	Approved Requisition & Campus Reports	Continued Programs & Extra Curricular Activities	C PI

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Campus Priority #6 Continuous Improvement – AMS shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 AMS will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology)	Campus Administrators	IT Department, AD, UIL Coaches/Sponsors, Program Directors, Auxiliary Services	Aug 2013 July 2014	Annual Evaluation (i.e., survey meetings with stakeholders), Improvement Plans	Improvement in Areas of Concern through Evaluation	CNA PD C
6.2 AMS will utilize technology to improve and automate internal systems.	Campus Administrators, All AMS Staff	IT Department, Program Directors	Aug 2013 July 2014	PayPal, Transportation, AESOP, Parent Portal, Employee Access System, Eduphoria, SharePoint	Increase in Automated Internal Systems, Increase Ease of Access to Real Time Information	CNA PD
6.3 AMS will provide contacts for the annual parent satisfaction survey. AMS will also review the data from the survey.	District Administration	IT Department Campus Administration	May 2014	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA

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Aledo High School
Daniel Ninth Grade Campus

Comprehensive Needs Assessment & Campus Strategic Plan
2013-2014

The start of something great.

Our Mission

Daniel Ninth Grade Campus, in collaboration with students, parents and community members is committed to fostering a smooth transition to Aledo High School through character education, a solid academic foundation, and leadership development.

Our Vision

Our vision is for the students of Daniel Ninth Grade Campus to become leaders who value personal growth and improvement, desire to serve others, and make positive contributions to society.

Our Motto:

The start of something great!

We believe that our campus will provide the start of something great for our students – the start of a great high school journey and a great future.

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

Demographics Narrative

Don R. Daniel Ninth Grade Campus is the only campus serving ninth grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 389 students with 49% female and 51% male. The ethnic breakdown is as follows: African American 2.5%; Caucasian 88%; Hispanic 9.0%; Other 0.5%. Ten percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 4.1%, and we currently have five students receiving ESL services. The campus has 27 instructional professional staff members.

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth grade students during their very pivotal, first year of high school. We are dedicated to facilitating a smooth transition to high school by providing a small learning community that addresses the individual needs of our students; including academic, behavioral, social and emotional. We have adopted the Capturing Kids' Hearts Process to make sure we are equipped with the skills necessary to reach all students. Our state of the art facility has innovative technology that is being integrated into instruction in all classrooms.

Daniel Ninth Grade gathered data from many sources in developing the Comprehensive Needs Assessment. The previous year's assessment was used as a jumping off point and all necessary revisions were made by the campus faculty (broken into committees) and by the Campus Improvement Committee.

**Note: Don R. Daniel Ninth Grade Campus is not a Title I school-wide targeted assisted campus. The last column, "Title I SC", is included on each page of the plan to denote the NCLB Categories for other Title Funds (II, III).*

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

School Context and Organization

Daniel Ninth Grade Campus opened in the fall of 2010 and is the only freshman campus in Aledo ISD. In addition to receiving state and local funds, the school also receives Federal Funds such as Title II A, IDEA B formula funds and Compensatory Educational Funds.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents and community members to make operational and organizational decisions. The Master Schedule has also been changed this year to allow for additional instructional time in each class.

Teachers play an active role in decision-making at Daniel Ninth Grade Campus as administration meets regularly with small groups, departments, individuals and the faculty as a whole. They play a vital role in curriculum writing, and program selection and implementation. Teachers are given a voice.

Strengths:

- Active parent and community involvement
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Academic departments (with common planning periods) create an atmosphere of cooperation and collegiality among teachers who teach the same content
- Faculty and staff maintain high standards for behavior and academic achievement
- State of the art, innovative technology built into every classroom

Needs:

- Additional staff to provide smaller class sizes in social studies and science
- Integration of all new instructional technology (with specific training per content area)
- Improve communication regarding how parents can better support their students with academics at home

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

Student Achievement

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. The campus received the maximum “Met Standard” accountability rating from the state for our 2012-2013 STAAR End-of-Course Exams. The campus also received the Top 25% Distinction and the Reading/ELA Distinction for 2012-2013 STAAR EOC scores. Faculty, staff, parents and students value academic achievement and maintain high standards for achievement. Students are provided with tutorials, pull-out remediation, intensive interventions, varied on-going assessments, and differentiated instruction. The Response to Intervention team identifies struggling students and develops intervention plans for them to address their individual needs. Teachers work to build relationships with their students so they know their strengths and needs.

Data included in identifying needs are state assessment data including student group disaggregation, grade reports, teacher input, discipline data, RtI referrals, Pre-AP course enrollment data, attendance rates, retention rates, and teacher input.

Strengths:

- Over-all student progress in all areas
- Percentage of student participating in PSAT testing in preparation for future assessments
- Parent involvement and support of student achievement
- Highly Qualified staff that is implementing Marzano’s High Yield Instructional Strategies
- RtI Team that meets regularly to create, monitor and update student intervention plans
- Student intervention opportunities include STAAR Prep Course, small group tutorials, pull-out workshops, READ 180, Credit Recovery and Credit Recovery As We Go, and Content Mastery support
- Implementation of Common Six Weeks Assessments as Benchmarks for EOC Exams

Needs:

- Continue training to assist teachers in raising the level of rigor for instruction and assessment
- Train teachers and implement *The Fundamental 5* and *Thinking Maps*
- Revise our Accelerated Instruction for students who are at risk of failing the STAAR EOC exams in light of increased passing standard in 2013-2014
- Finalize new Scope & Sequence for Biology I and select new textbook resources
- Begin making decisions regarding course offerings in light of House Bill 5 and new graduation requirements effective 2014-2015
- Develop remediation specifically to address the achievement gap

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

Curriculum and Instruction

The faculty of Daniel Ninth, with the guidance and assistance of district leadership, continues to modify the curriculum and instruction in light of the STAAR assessments. Teachers are receiving district and campus professional development to better align instruction with assessment. The principal facilitates mini-professional development sessions for teachers in small groups to address instructional practices and continuous improvement. The school has taken steps to ensure the integration of technology into instruction by including student computers, Smart Boards, document cameras, Eduphoria, School Fusion, and Student Response Systems in the classrooms. Teachers have been trained in Marzano High Yield Instructional Strategies and are implementing them into instruction. Additionally, they are being trained in Thinking Maps, and The Fundamental 5. Administration utilizes Learning Walks to collect data and then share with teachers to identify areas of focus for curriculum and instructional improvement.

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

Strengths:

- Access to various innovative, interactive technology resources to enhance instruction and student engagement
- Bring Your Own Device (BYOD) implemented across the campus to increase relevance
- Meeting departmentally (common conference time) and in small groups to collaborate and share effective instructional strategies
- Vertical and horizontal curriculum alignment to make learning seamless, relevant and rigorous
- Campus Mini-Staff Developments addressing instructional strategies
- Year at a Glance, Scope & Sequence revisions to better align with TEKS in preparation for EOC (Biology still in progress)

Needs:

- Implement Learning Lunches and/or “Swap Meets” to allow teachers the opportunity to share and teach each other
- Elective and core content teachers collaborating for cross-curricular instruction
- On-going, research-based professional development focused on varying instructional strategies, student engagement, and rigor
- Utilize Common Six Weeks Assessment Data to address individual student needs and to make necessary changes to curriculum and instruction
- Implement Thinking Maps and Fundamental 5

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

School Culture and Climate

The Daniel Ninth Grade campus climate is one that fosters relationships, creativity, fun, and high expectations for achievement, character and behavior. We are intentional about what we do and how we do it. A parent volunteer program has been developed to increase parental support and involvement. One hundred percent of the teachers are highly qualified, and they work together to maintain a safe, enjoyable learning environment for students.

The Capturing Kids' Hearts Process is being implemented across the campus. The process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. The Rachel's Challenge Program has been adopted and helps us maintain a positive, kind, accepting, compassionate school culture and climate. A Character Education Program has been developed and implemented to facilitate student growth in character as well as academics.

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

Strengths:

- Character Education Program that facilitates all faculty working together to promote common character traits on a weekly basis
- Most of the professional staff have been trained in Capturing Kids' Hearts and are implementing the process (social contracts, etc)
- Parents are present, volunteering, and involved at a high level
- All staff work together to create a safe learning environment for students
- Rachel's Challenge Program helps maintain a positive school climate and culture
- Organizations such as Leading Ladies, Student Council, Friends of Rachel, etc. facilitate projects and programs that promote a positive school culture and climate
- Faculty & Student Recognition programs such as TopCats, TAKCY Flamingo, Who's in the News, etc. help create a positive climate

Needs:

- Train remaining professional and support staff in Capturing Kids' Hearts Process
- Continue to plan activities that build a sense of team and community among faculty and staff
- Continue to increase parent and community involvement to communicate a welcoming, positive culture
- Create additional recognition programs for students and communicate that recognition to parents and the community

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

Technology

Daniel Ninth Grade Campus is equipped with state of the art technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Smart Board, document camera, four “Thin Client” student computers, and teachers have access to Smart Student Response Systems, iPads, and a classroom set of iPod Touches. They are also integrating BYOD learning activities into instruction. Software programs such as Odyssey, Eduphoria, Study Island, Rosetta Stone, READ 180, planbook.com, Web 2.0 Tools, and SMART Notebook are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the School Fusion campus site.

The campus also has six student computer labs, three science labs, a lecture hall with SmartBoard and Distance Learning Equipment, and a library outfitted with a computer lab and Smart Board. All campus computers are on a virtual network. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

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

Strengths:

- Various, state of the art instructional technology tools available to teachers and students
- Up-to-date website that provides current information for all stakeholders
- Teachers are utilizing individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)
- Teachers integrate technology into instruction on a daily basis
- Implementing Bring Your Own Device (BYOD) to increase student integration of technology into learning.

Needs:

- Additional Professional Development for Student Response Systems, virtual learning and Eduphoria so teachers are proficient and confident in integrating into instruction
- More individual or small group training to improve proficiency in School Fusion

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

Family and Community Involvement

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as office volunteering, Watch DOGS, parent/student orientation, booster clubs, PTO, AdvoCats, community partnerships, mentoring, and regular opportunities for two-way communication. The campus website, Parent Link phone calls, texts and emails, and a campus Twitter account are ways that the campus is working to increase parent contact and awareness. Teachers are also utilizing their websites, Remind 101 and other resources to keep parents informed.

Strengths:

- Strong parent volunteer program; parents are dedicated and excited to work in the school
- High level of parent involvement in various booster clubs
- A strong sense of community is shared by all stakeholders as evident by attendance at school events and activities
- Communication systems such as School Fusion, Parent Portal, Twitter, and new Parent Link Communication System

Needs:

- Strengthen efforts to get parents involved from underrepresented student groups
- Improve communication efforts with non-English speaking parents
- Increase the level of parent involvement in PTO
- Training for parents regarding the available communication resources (School Fusion Membership, Parent Portal, Twitter, ParentLink App, etc).
- Increase parent participation in Climate Survey

**Aledo High School
Daniel Ninth Grade Campus**

**Comprehensive Needs Assessment
2013-2014**

Staff Quality, Recruitment and Retention

Daniel Ninth Grade Campus is a small learning community that values teamwork and collaboration. Teachers meet regularly to collaborate, share ideas and plan instruction. Professional learning is a big part of the campus culture and is incorporated into faculty meetings monthly. We are continuing to develop professional relationships and learning to work together, have fun together and value each other. Four teachers were hired this year with varying levels of experience. Additionally, we added an Instructional Aide and hired a new Assistant Principal. Administration intentionally plans activities and events to facilitate the building of new relationships in an effort to create a high-performing team.

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

Strengths:

- Teacher retention rate is above the state
- Professional staff is 100% highly qualified
- Teachers are appreciated and recognized for their accomplishments and contributions
- Administration is in the classrooms coaching teachers and providing support regularly

Needs:

- Provide teachers with frequent opportunity to provide feedback regarding professional needs
- Develop a more comprehensive campus mentor program and new teacher induction program
- Teachers to provide leadership by facilitating Thinking Maps & Fundamental 5 Campus Training for their peers

ALEDO HIGH SCHOOL
Daniel Ninth Grade Campus
990 Bailey Ranch Road
Aledo, TX 76008

2013-2014 CAMPUS STRATEGIC PLAN

The start of something great.

Daniel Ninth Grade Campus Improvement Committee Members:

Angela Tims - Principal (Chair)
Carla Turner – Other Professional Staff
Anita Callaway – Teacher
Stan Reid - Teacher
Tonya Matlock – Parent
Kellye Vierling – Parent
Laura Greer – Community Member
Beth Johnson – Business Owner

Faculty members were selected by nomination and elected by Daniel Ninth Grade Faculty. Parent, community, and business representatives were selected by the principal.

This year, the Campus Strategic Plan was reformatted and revised to better align with the AISD Strategic Plan. The Campus Improvement Committee reviewed and completed final revisions and reached consensus on the Campus Strategic Plan on October 2, 2013 and October 8, 2013.

District Priority #1: Learning – Daniel Ninth Grade Campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Daniel Ninth Grade Campus will utilize assessment data to align curriculum and instruction through common planning and collaboration, revision of curriculum documents, and integration of high yield instructional strategies while creating appropriate rigor to maximize student success.	Campus Administration, Teachers	Eduphoria, Odyssey Scope & Sequence, Year at a Glance Documents, Common Assessment Data	2013-2014 school year: as data becomes available	STAAR Results, Data Tables, AEIS, Lesson plans, School Report Card, Syllabi, Common Assessment Data, Vertical/Horizontal Alignment Documents	Comparison of reports and objectives annually by sub groups	PD CAN A C
1.2 Daniel Ninth Grade Campus will provide a variety of diverse, rigorous courses and programs such as Pre-AP Courses, Online learning, and "Bring Your Own Device" technology integration to meet student needs and prepare them to be successful in a competitive global society.	Campus Administration, Counselor, Teachers	HQ Staff, Odyssey, PAP Courses, Technology, TxVSN	Annual comparison of course and program offerings	Master schedule, Gold Performance Acknowledgement, AEIS Report, BYOD Activities reflected in Lesson Plans	Increased offerings/performance when compared annually	HQ C
1.3 Daniel Ninth Grade Campus will study and implement <i>The Fundamental 5</i> , and Thinking Maps while fully integrating the use of instructional technology tools to maximize student engagement and academic success.	Campus Administration, HQ Campus staff, Technology	Instructional Technology, All Classroom and Special Ed staff, Marzano Resources, Smart Response Advanced System.	August 2013 – June 2014	Rtl Campus documentation, Progress Monitoring Data for Individual Students, Syllabi & Lesson plans, Marzano Professional Development, BYOD Documentation	PDAS, Learning Walks, Marzano PD Sign-in sheets & Agendas, STAR Chart.	PD C
1.4 Daniel Ninth Grade Campus will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation including UIL activities and organizations such as Leading Ladies, Robotics club, FFA, and Student Council.	Campus Administration, Campus staff	Athletic and UIL Coaches/Directors, Booster clubs, Sponsors	August 2013- June 2014	Enrollment numbers in activities, Rosters from programs, Calendar of Events, Organization Webpages	Increased attendance, academic achievements, UIL Recognition at district, regional and state level	PI C R/R
1.5 Daniel Ninth Grade Campus will provide support programs such as Rtl, ESL, Credit Recovery and CRAWG, READ 180, STAAR Prep Course, Study Island, Stem Scopes, and Odyssey STAAR Intervention to meet the diverse needs of all learners.	Campus Administration, Counselor, Campus Staff	GT Specialists, SE Director & Staff, ESL Director & Staff 504, Rtl Team, Odyssey, READ 180 Lab, Content Mastery Lab, Comprehensive Guidance Program	August 2013 – June 2014	GT Differentiation documentation, Rtl documentation, Progress Monitoring Data for Individual Students, Class Rosters, Guidance Program Documentation LPAC Meeting Schedule/Agendas	AEIS, Special Ed, 504, GT annual reports, TELPAS reports, Rtl documentation	C PI HQ

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,

STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #2: Safety – Daniel Ninth Grade Campus will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Daniel Ninth Grade Campus will maintain updated emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus Administration, Technology, Maintenance/Operations	AISD Police, Local First Responders, Local funds, Grants, Edwards Risk Management, School Nurse	June 2013 – July 2014	Written plans for each campus/district, Documentation of Drills	Appropriate response if emergency occurs	CNA
2.2 Daniel Ninth Grade Campus will maintain procedures for students and staff to report and respond to safety needs and concerns.	AISD Police, Campus Administration, Campus staff, Counselor, Crisis Response Team	AISD Police, SHAC, TASB resources, Edwards Risk Management, Crisis Intervention Plan	June 2013 – July 2014	Written plans on website, Student/teacher handbooks, Crisis Intervention Plan	Teacher, Parent Survey Results	CNA
2.3 Daniel Ninth Grade Campus will ensure compliance with all governmental safety regulations including a safety awareness month to practice safety protocols.	AISD Police/Maintenance, Campus Administration, Campus Staff	AISD Police/Maintenance, TASB Resources, Edwards Risk Management	August 2013 – July 2014	Written documentation demonstrating compliance	All buildings and procedures will meet regulations	CNA
2.4 Daniel Ninth Grade Campus will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus Administration, Campus Imp. Com. (CIC), Campus Staff	PEIMS data	March 2014 – August 2014	Campus Discipline data in PEIMS, CIC Agenda	Decreased discipline issues as documented in PEIMS	CNA
2.5 Daniel Ninth Grade Campus will implement appropriate safety programs and staff development such as Rachel's Challenge, Capturing Kids' Hearts, Bullying Training, Jen's Law Training, and a Character Education Program to ensure a safe environment for students, staff, substitutes, volunteers and visitors.	Campus Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC, Title II funding, Local funds, AISD Police, Edwards Risk Management, Rachel's Challenge, Comprehensive Guidance Program	August 2013- June 2014 Cyber Safety Week Red Ribbon Week	Campus Calendar Campus Drill Documentation, Capturing Kids' Hearts Process Documentation, Faculty & Student Bullying Training Agendas, Rachel's Challenge Program & Student Training	Lesson Plans for Red Ribbon & Cyber Safety, Friends of Rachel Participation, Bullying Report Data	CNA PD

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Assessment: AELS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of Daniel Ninth Grade Campus.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Daniel Ninth Grade Campus will utilize School Fusion, Twitter, e-Newsletters and Parent Link as well as other platforms of communication for our community and will provide opportunities for training to utilize campus resources.	Campus Administration, Faculty, Campus Webmaster	IT Department District Website Federal & State Local funds, Social Media Sites, AlertNow, School Fusion	Aug 2013 – July 2014	Training dates, Documentation of communication methodology, Web status, Twitter Account Information, Six Weeks e-newsletters, Alert Now Records	Increased utilization of a variety of communication methods, Parent feedback, Parent survey	PI PD
3.2 Daniel Ninth Grade Campus will provide multiple programs for parent and community volunteer involvement including a parent volunteer program, Watch DOGS.	Campus Administration	District Personnel SHAC State & local funds PTO Booster Clubs Parent Volunteers	Monthly 2013 – 2014	Sign in sheets, campus calendars of events, Parent Volunteer Orientation Presentation/Sign-In, Volunteer & Watch Dog Schedules	Increased parental involvement at the campus level, Community feedback, Parent survey	PI
3.3 Daniel Ninth Grade Campus will be involved in appropriate civic, municipal and charitable organizations in the Aledo ISD community through the work of Leading Ladies, Student Council, Friends of Rachel and other co-curricular organizations.	Campus Administration, Extracurricular Organization Sponsors, Counselor	District & Campus Personnel Local funds	Monthly 2013-2014	Calendar of events, PO Documentation of charitable contributions	Continued local support of the community, Parent survey, Civic organization documentation	PI
3.4 Through Leading Ladies, Connections Mentor, Rachel's Challenge and other programs, Daniel Ninth Grade Campus will provide public communication forum opportunities and continue to work with the members of the community to garner support for the mission and goals of the campus.	Campus Administration, Counselor	Chamber of Commerce Mentorship Program Community Business Partners Educational Foundation Federal funds Local funds	Aug 2013 – July 2014	Documentation of attendance at meetings, Calendar of events, Twitter	Attendance at public meetings Sign-in sheet News release Twitter Data Parent survey	PI
3.5 Daniel Ninth Grade Campus will continue to build positive relationships with parent and school organizations such as PTO, Advocats, Project Celebration, and Band and Athletic Booster Clubs.	Campus Administration, Teacher/Campus Program Directors	PTO Booster Clubs SHAC Local funds	Aug 2013 – July 2014	Parent surveys	Increased results for parent survey	PI

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Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #4 Human Resources – Daniel Ninth Grade Campus shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Daniel Ninth Grade Campus will maintain 100% fully certified and highly qualified staff.	Campus Administration	Local funds Federal funds High School allotment	August 2013- June 2014	Principal Attestation Report HQ Campus Reports	HQ Campus reports, Personnel records	HQ CAN R/R AYP
4.2 Daniel Ninth Grade Campus will maintain a consistent structure of professional development for all employees including the facilitation of the District Mentor Program.	Campus Administration, Mentor Teachers	Local funds Federal funds	Annual August orientation Follow-up meetings in Nov. Feb. April	Calendar of Events, Sign in sheets, Payments to mentors Agendas Visioning Document Attributes	New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys	CNA PD R/R
4.3 Daniel Ninth Grade Campus is a professional learning community that will develop teacher leaders through teacher participation in and facilitation of professional learning opportunities such as Thinking Maps and Fundamental 5.	Campus Administration	Title II, III funding IDEA funding Local funds	August 2013- June 2014	Professional Development Calendar, Sign-In Sheets, Agendas, Evaluations, Campus Mini-Staff Developments, District Professional Development Sign-In Sheets	Online Staff Development, Evaluations, Instructional Practices – Learning Walk Data	PD R/R
4.4 Daniel Ninth Grade Campus will retain highly qualified teachers by creating and maintaining a positive climate and culture and developing a highly productive, supportive team.	Campus Administration	Local funds	August 2013- June 2014	Team-building/morale-building Calendar of Activities, Sign-In Sheets, Agendas, Campus Mini-Staff Developments	Faculty Surveys, Teacher Retention Rate	PD R/R

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Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #5 Financial/Facilities – Daniel Ninth Grade Campus shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Daniel Ninth Grade Campus will utilize a conservative approach to financial management in order to manage campus finances in light of the uncertain state funding climate.	Campus Administration	District/Campus Staff District Business Office	Aug 2013 – July 2014	Annual audits, Annual Budget Reports	Campus Budget	CNA C
5.2 Daniel Ninth Grade Campus will be proactive in the maintenance and upkeep of the facilities.	Campus Administration Faculty & Staff	Maintenance Staff, Custodial Staff, Eduphoria	Aug 2013 – July 2014	Maintenance Work Orders, Weekly Building Walk Data	Maintenance Data, Survey Results	PI
5.2 Daniel Ninth Grade Campus will identify and pursue new revenue opportunities.	Campus Administration	DWEIC, CIC, Business Partners	Aug 2013 July 2014	Documentation of explored and approved revenue opportunities	Additional revenue opportunities will be available	CNA C

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Assessment: AEIS – Academic Excellence Indicator System, AYP – Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP – State Performance Plan, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #6 Continuous Improvement – Daniel Ninth Grade Campus will establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Daniel Ninth Grade Campus will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology)	Campus Administrators, Faculty, Program Coordinators	IT Department UIL Coaches/Sponsors Lead Content Teachers, Program Coordinators	Aug 2013 – July 2014	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans, Individual Program Evaluations	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Daniel Ninth Grade campus will maximize the use of technology systems such as Raptor, Eduphoria, School Fusion, AESOP, Parent Portal, Parent Link and Social Media to improve internal communications.	Campus Administrators, Faculty & Staff	Campus Webmaster, IT Department	Aug 2013 – July 2014	School Fusion, AESOP, Eduphoria, Parent Portal, Employee Access System, Social Media	Increase in Automated internal systems Reduce cost of district operations. Increase ease of access to real time information.	CNA PD
6.3 Daniel Ninth Grade Campus will evaluate and utilize annual parent satisfaction surveys at the campus level to identify areas for growth and improvement.	Campus Administration	IT Department District Administration	May 2014	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA
6.3 Daniel Ninth Grade Campus will establish departmental and campus-wide instructional focus areas and participate in professional learning to continuously improve.	Campus Administration Lead Content Teachers	Campus and District Administration, PD Resources, Title II Funds, Local Funds	May 2014	Instructional Focus Chart & Professional Development Plan, PD Sign-In Sheets, Lead Content Meeting Agendas	Learning Walk Data, Evaluations, Survey Results	CAN PD RS

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Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing



2013 – 2014 CAMPUS IMPROVEMENT PLAN

**ALEDO HIGH SCHOOL
1000 Bailey Ranch Road
Aledo, TX 76008**

Dan Peterson Principal
Carolyn Ansley Assistant Principal
Doug Funk Assistant Principal
Tessa Maurer Assistant Principal

THE ALEDO HIGH SCHOOL 2013 – 2014 CAMPUS IMPROVEMENT PLAN COMMITTEE MEMBERS ARE:

Dan Peterson - Principal (Chair) _____	Lisa Abbett– Teacher _____
Carolyn Ansley- Assistant Principal _____	Gloria Andrews– Teacher _____
Carol Steer-Parent _____	Regina Carlson-Teacher _____
Sherrie Fanning– Parent _____	Tricia Hackfeld– Teacher _____
Kittie France – Community Member _____	Bryan Johnson – Teacher _____
Clay Gilmer-Community Member _____	Rhiannon Liddell -Teacher _____
Amy Moody – Business Member _____	Karey Moore-Teacher _____
Tammy Viken – Business Member _____	Deneise Stockon-Teacher _____

Faculty members were selected by nomination and elected by Aledo High School faculty. Parent, community, and business representatives were selected by the principal.

Committee met, reviewed, and reached consensus on revisions and additions to Campus Plan on October 2 & 8, 2013.

Aledo ISD/Aledo High School Goals:

- 1. Learning**
- 2. Safety**
- 3. Parents/Community**
- 4. Human Resources**
- 5. Financial/Facilities**
- 6. Continuous Improvement**

MOTTO:

ASPIRE TO EXCELLENCE

MISSION STATEMENT:

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

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

Demographics

Narrative: Aledo High School student population continues to change each year. Our total student population is 1161.

○ White-1097	85%
○ Hispanic-99	8%
○ American Indian-19	1%
○ African American-25	2%
○ Asian-7	1%
○ Multi-Racial-31	2%
○ Economically Disadvantaged-121	10%
○ Completion Rate-348	> 99%
○ Dropouts-1	< 1%
○ Discipline referrals- 203	(Last year 278)

Strengths:

AHS has a veteran staff that does an excellent job of tracking student's progress during the year. We have 11 new teachers this year, so we need to closely monitor their adjustment into the faculty. They administer common assessments to adjust curriculum needs as they become evident and adapt content to meet campus instructional needs.

Needs:

Continue to target sub populations (Hispanic, African American, Special Education and Eco-Disadvantaged) related to assessment system and student needs. Continue staff development to assist in the EOC transition. Aledo High School is not a Title I school wide or targeted assistance campus. The last column, "Title SC", is included on each page of the plan to denote the NCLB categories for other Title funds (II, III)

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

School Context & Organization

Narrative:

Department chairs will continue their role this year in the planning and staff development with the EOC assessment. We need to keep our focus on the TAKS test for the current seniors that haven't passed all 4 tests. As we begin the second year of the EOC testing, we must continue to improve our instructional focus so we can improve our campus scores.

Strengths:

Staff communication and collaboration are campus strengths.

Teacher Handbook provides policies, procedures and other key information for the quick access by our staff.

Parents and staff are surveyed at the end of each year to gather data for campus improvement.

Parent Link system is used to keep our parents informed about important campus activities.

Faculty meetings are conducted as needed.

Special Education meetings are conducted once every six weeks.

Needs:

Monitor transition of the staff with EOC assessment during the 2nd year of the EOC test.

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

Student Achievement

Narrative:

AHS staff and students worked tirelessly to show the gains on TAKS last year. The campus received a Met Standard rating this last year. We disaggregated the data in August and discussed the targeted areas for the 2013-2014 year. AHS also received one of the three distinctions last year. Our distinction was in the Top 25% in Student Progress for our campus comparison group.

AHS will continue to work towards improving student achievement through staff development and program changes as needed after observing benchmark data and six week assessments during the year. We will also work on improving student attendance, lowering discipline referrals, and building connections with students.

Strengths:

In the four indexes on the performance report issued from the state AHS exceeded all target scores:

Student Achievement 93 with the target of 50, Student Progress 38 with the target of 17

Closing Performance Gaps 80 with the target of 55, and Postsecondary Readiness 88 with a target of 75

Aledo High School met AYP.

Content Mastery room is open to all students on campus for additional support.

Bridge and Credit recovery courses are offered to help struggling students.

Needs:

Improve economically disadvantaged students scores in Social Studies and Writing on EOC.

Improve African American & Hispanic subpopulation scores in Social Studies and Writing on EOC based on last year's data.

Improve Special Education scores on all EOC tests with the exception of Reading.

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

Curriculum, Instruction & Assessment

Narrative:

With the transition to the STAAR/EOC assessment we have to continue to focus on our current TAKS students and increase our approach with EOC testing. We will continue to utilize the Eduphoria program to allow teachers to quickly access their student's benchmark data and other critical information. Continue the usage of our RtI team to identify and support our struggling students.

Strengths:

Continuous monitoring of the EOC changes in assessment.

District curriculum guides and scope and sequence revision to mirror EOC.

The development of common assessments and the utilization of their results by the teachers and administrators will enable us to monitor our student mastery of core subject areas.

Needs:

Provide ongoing professional development due to the EOC assessment and prepare for the new U.S. History test this year.

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

School Culture & Climate

Narrative:

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 to watch for increased stress and changes in morale.

Strengths:

Excellence is the expectation for all students

Great traditions

Caring and knowledgeable staff

Helpful community that provides support through PTO, AdvoCats, and Center of Hope

Needs:

Be aware of recognition that is due to all groups during the year

Concerns due to the EOC and changes to the state assessment system

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

Technology

Narrative:

The installation of the SmartBoards into the classroom has been an excellent addition to our use of instructional technology. Document cameras are also a tool that is used daily in most classrooms at AHS. Smart response systems are available to gather instant feedback and data for the teachers and students. Explore the usage of electronic readers with the formation of an Instructional Technology Committee. Continue to explore new ideas like flipping the classroom when appropriate for the subject. District will focus during the Digital Citizen Week on cyber safety.

Strengths:

Wonderful librarian that helps our staff with their technology needs

Open to new ideas or methods

Several teachers that are constantly striving to improve the technology usage in their rooms

Distance Learning lab that enables our students to take Dual Credit courses through Weatherford College

Two additional computer labs downstairs for instructional usage

Needs:

Possible addition of more staff to meet the needs of the increased technology

Increase the wireless points in the building to help with weak or dead spots

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

Family & Community Involvement

Narrative:

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, Alert Now, 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.

Strengths:

Parent Portal for grading status and attendance of students has been very helpful

Supportive community members and businesses

Active student involvement in the community through service projects

Texas Scholars program that recognizes our Distinguished and Recommended plan graduates

Educational Foundation established to support grant requests from teachers for innovative programs in their classrooms

Parent Link system to call, text, and email important information to our parents

Naviance program that will improve our communication with students and parents about postsecondary opportunities.

Needs:

Update District and campus web pages more frequently

Provide parents with information to assist them in working with their child during the instructional year

**Aledo High School
Comprehensive Needs Assessment
2013-2014 School Year**

Staff Quality, Recruitment & Retention

Narrative:

Aledo High School staff is a group of veteran teachers with some newer staff members that are committed to student excellence. Staff training to continue the successful transition to the STAAR assessment in the second year is vital to our campus. With the addition of 11 new teachers will have to monitor their needs closely this first year on campus.

Strengths:

100% highly qualified staff

Experienced staff

Low teacher turnover rate

New teacher mentor program for new staff with less than three years' experience

Needs:

Continue to provide staff development for technology implementation in the classroom

Continue to recruit highly qualified candidates for the hiring pool

Comprehensive Needs Data Sources

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

- **Texas Accountability Summary**
- **Attendance records**
- **AYP data**
- **Common Assessment results**
- **Campus and Department meeting**
- **Completion rate**
- **Discipline records**
- **District Strategic Plan**
- **Federal and State planning information**
- **Non-Mastery reports**
- **PBMAS data**
- **Previous year's campus plans**
- **Staff development surveys and evaluations**
- **Student, Staff and parent surveys**
- **TELPAS results**
- **STAAR EOC data**
- **Texas Assessment of Knowledge and Skills (TAKS), TAKS Accommodated, TAKS M, and TAKS Alt data**

2013-2014 Aledo High School Strategic Plan

District Priority #1: Learning – Aledo High School will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 Aledo High School will align all curricula based on data to reflect appropriate rigor and maximize student success. Year at a glance documents will drive the core subjects.	Campus/District Administration. Core Departments Horizontal/Vertical team. Exec Dir. of Curriculum	Eduphoria. Success Maker. Scope & Sequence	2013-2014 school year: as data becomes available	STAAR Results. Data Tables. AEIS. AYP Results. Lesson plans. School report card	Comparison of reports and objectives annually by sub groups	PD CNA A C
1.2 Aledo High School will provide a variety of diverse course offerings such as AP, Weatherford College dual credit, and TxVSN courses.	Campus/District Administration. Campus staff counselors	HQ Staff. College Prep & Dual Credit Classes. Technology TxVSN Transportation	Annual comparison of course and program offerings	Master schedule AP Scores Gold Performance Acknowledgement AEIS Report Visioning Document Attributes	Increased offerings/performance when compared annually	HQ C
1.3 Aledo High School will utilize instructional technology such as Camtasia to allow teachers to record lesson for absent students and review of lessons from home.	Campus/District Administration. Campus staff. Technology	Instructional Technology. All Classroom and Special Ed staff	August 2013 – June 2014	Rtl Campus documentation. Progress Monitoring Data for Individual Students. Lesson plans. Professional Development	PDAS. Sign in sheets & agendas. STAR Chart. Texas Visioning Attributes	PD C
1.4 Aledo High School will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation.	Campus/District Administration. Campus staff	Athletic and UIL coaches Booster clubs. Sponsors	August 2013– June 2014	Enrollment numbers in activities. Rosters from programs and classes	Increased attendance, academic achievements. UIL Recognition at district, regional and state level	PI C R/R
1.5 Aledo High School will provide support programs that include EOC and TAKS bridges courses for struggling learners. Summer school will also be offered to struggling ELL learners and EOC failures.	Campus/District Administration. Campus staff	GT Specialists. SE Director & staff. ESL Director & staff 504. Rtl Team Bridges courses	August 2013 – June 2014	GT Differentiation documentation forms. Rtl Campus documentation. Progress Monitoring Data for Individual Students. Class Rosters	AEIS. AYP. Special Ed. 504. GT annual reports. TELPAS reports. Rtl documentation Grade reports	C PI HQ

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, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #2: Safety – Aledo High School will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Aledo High School will evaluate and update emergency communication systems so that employees and students are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus/District Administration, Technology, Maintenance/Operations	AISD Police Local First Responders Local funds Grants Edwards Risk Management	June 2013 July 2014	Written plans for each campus. Documentation of Drills	Appropriate response if emergency occurs	CNA
2.2 Aledo High School will establish procedures for students and staff to report and respond to safety needs and concerns. Practice drill will be conducted so students and staff are familiar with the plans.	AISD Police, Campus/District Administration, Campus staff	AISD Police SHAC TASB resources Edwards Risk Management	June 2013 July 2014	Written plans. Teacher handbooks Fire drill plans in each room	Teacher, Parent Survey Results	CNA
2.3 Aledo High School will ensure compliance with all governmental safety regulations.	AISD Police/Maintenance, Campus/District Administration	AISD Police/Maintenance TASB Resources Edwards Risk Management	August 2013 – July 2014	Written documentation demonstrating compliance and dates of drills	All buildings and procedures will meet regulations	CNA
2.4 Aledo High School will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus/District Administration, Campus Imp. Com. (CIC) DWEIC	TASB Legal Services PEIMS data Referral data	March 2013 – August 2014	Discipline data for each campus/district in PEIMS, DWEIC Agenda CLT Agenda	Decreased discipline issues	CNA
2.5 Aledo High School will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, and substitutes. Health class will utilize the P.A.P.A. & Worth the Wait program to discuss abstinence.	Campus/District Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC Title II funding Local funds AISD Police P.A.P.A. Edwards Risk Management	August 2013- June 2014 Digital Citizen Week	District/Campus Calendar of Events, Campus drill documentation	Lesson Plans for Digital Citizen Week	CNA PD

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District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Aledo ISD.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 Aledo High School will provide multiple platforms of communication for our community. Parent Link, Parent Portal, Naviance, and School Fusion will be utilized to keep parents and students informed during the year.	District/Campus Administration Technology Webmaster Communications Officer	IT Department District Website Federal & State Local funds	Aug 2013 – July 2014	Documentation of communication methodology. Web status Parent Link reports	Increased utilization of a variety of communication methods. Parent feedback Parent survey	PI PD
3.2 Aledo High School will provide multiple programs for parent and community volunteer involvement. Topics to include Senior Summit, College Fair, and Project Celebration.	District/Campus Administration	District Personnel SHAC State & local funds PTO Booster Clubs	Monthly 2013 – 2014	Sign in sheets. Campus/District calendars of events Meeting Agendas	Increased parental involvement at the campus and district level Community feedback Parent survey	PI
3.3 Aledo High School will be an involved supporter in PTO, Advocats, Center of Hope and other charitable organizations through various drives and providing volunteers.	District/Campus Administration	District Personnel Local funds Student Volunteerism	Monthly 2013-2014	Calendar of events	Continued local support of the community. Parent survey. Civic organization documentation	PI
3.4 Aledo High School will continue to build positive relationships with parent and school organizations. Administrators will be present and visible at all home games and activities on campus.	District/Campus Administration. Teacher/Campus Program Directors	PTO Booster Clubs SHAC Local funds	Aug 2013 – July 2014	Parent surveys	Increased results for parent survey	PI

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Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

District Priority #4 Human Resources – Aledo High School shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Aledo High School will maintain 100% fully certified and highly qualified staff.	Campus Administration	Local funds Federal funds	August 2013- June 2014	Principal Attestation Report HQ District & Campus Reports	HQ District/Campus reports. Personnel records	HQ CNA R/R AYP
4.2 Aledo High School will follow a consistent structure of professional development for all employees which includes a revised, new teacher mentor program.	District/Campus Administration. Mentor Teachers	Local funds Federal funds	Annual August orientation Follow-up meetings in Nov. Feb. April	Calendar of Events. Sign in sheets. Payments to mentors Mentor Agendas	New Teacher Survey Results. Professional Progress Results. Teacher turnover rate. Exit surveys	CNA PD R/R
4.3 Aledo ISD will refine and publish a coherent and consistent competitive pay structure for all employees of Aledo High School.	District Administration. Board of Trustees	TASB Legal Local funds	August 2013- June 2014	Published pay structure	AEIS/Teacher turnover rate	R/R
4.4 Aledo High School will continue to develop future leaders through internship and other learning opportunities throughout the year.	District/Campus Administration	Title II, III funding IDEA funding Local funds	August 2013- June 2014	Professional Development Calendar, sign in sheets. Agendas, evaluations	Online Staff Development. Evaluations	PD R/R

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District Priority #5 Financial/Facilities – Aledo High School shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Aledo ISD and AHS will develop a 10 year facilities' needs plan to prepare for future growth, including long range replacement schedules for major cost items.	Superintendent Board of Trustees Maintenance Director CFO	Community Groups DWEIC Administrative Team Local funds Bond funds Demographer	Aug 2013 July 2014	Written plan in place updated annually	Major cost items are replaced Bond elections for buildings are approved	PI CNA C
5.2 AHS will communicate to our parents information concerning federal, state, and local financial decisions and the resulting local impact through our website and parent meetings.	Superintendent CFO	Campus Staff Chamber of Commerce Business Partners PTO DWEIC	Aug 2013 July 2014	Documentation of items communicated	Responses to customer survey satisfaction	PI C
5.3 Aledo High School will continue to utilize a conservative approach to financial management to ensure the best usage to tax dollars that is focused on student achievement.	Superintendent CFO Board of Trustees	District/Campus Staff Financial Advisors TASB	Aug 2013 – July 2014	Annual audits FAST/FIRST data	Favorable bond ratings District fund balance	CNA C

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District Priority #6 Continuous Improvement – Aledo High School shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Aledo High School will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology)	District/Campus Administrators	IT Department AD UIL Coaches/Sponsors Program Directors Auxiliary Services	Aug 2013 – July 2014	Annual Evaluation (i.e., survey meetings with stakeholders) Improvement Plans Visioning Document Attributes	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Aledo High School will utilize technology to improve and automate internal systems.	District/Campus Administrators	IT Department Program Directors Auxiliary Services	Aug 2013 – July 2014	Documentation of changes in automation to internal systems PayPal Transportation AESOP School Dude Parent Portal Employee Access System	Increase in Automated internal systems Reduce cost of district operations. Increase ease of access to real time information.	CNA PD
6.3 Aledo High School will provide contacts for the annual parent satisfaction survey.	District Administration	IT Department Campus Administration	April 2014	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA
6.4 Aledo ISD will conduct annual satisfaction surveys for parents and staff to evaluate the effectiveness of all service areas. (i.e. nutrition, security, maintenance)	District Administration	Program Directors IT Department Program Directors Auxiliary Services	May 2014	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA

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Aledo Learning Center

Comprehensive Needs Assessment and Campus Plan

2013 - 2014

**Aledo Learning Center
Comprehensive Needs Assessment
2013-2014**

Background: The Aledo Learning Center is a branch of Aledo High School. We are used as an intervention for high school students who have credits to be recovered, for students who are enrolled but in danger of dropping out of school or who have dropped out of school. All of our students are classified as at-risk. Our students are on a self-paced accelerated curriculum on the computer or in modules depending on the subject. Our computer curriculum is the Compass Learning Software or the A+ Learning System and our modules are from American Preparatory Institute. These systems are aligned to the TEKS. We provide our students with a different way of learning which assists a majority of them in their quest to meet graduation requirements.

The data collected to establish this needs assessment is found in the following paragraphs and pages.

Enrollment: We had 72 students enrolled at the Aledo Learning Center during the 2012-2013 school year. Listed below is a breakdown of our enrollment.

- 47 – Students graduated – Met standards on the TAKS exit level exams and completed the required credits for graduation.
 - 19 – students graduated on the recommended graduation plan.
 - 28 – students graduated on the minimum graduation plan.
 - 1 – out of school student returned and met standards on exit level TAKS exams. She was counted in our 47 graduates.
- 15 – Students are scheduled to return to ALC for the 2013-2014 school year.
- 3 – Students completed required high school credits but need one more TAKS exit level exam.
- 7 – Students withdrew from the ALC during the 2012-2013 school year.
 - 1 – student withdrew to attend school out of state
 - 4 – students withdrew to attend public school in another Texas school
 - 1 – student withdrew to attend private school
 - 1 – student withdrew to pursue his GED.

Attendance Rate: In the 2012-13 school year we had an attendance rate of 85%. This is below our 90% attendance rate goal we set last year. When a student is absent and we have not been in contact with a parent, we call the parent to check on the absence. If a student has excessive absences we file truancy on the student and thwarting on the parent with our local Justice of the Peace.

Ethnicity – The ethnicity composition of the Aledo Learning Center for the 2012-2013 school year was as follows:

Caucasian – 56 students or 77.7%

Hispanic – 13 students or 18%

American Indian/Alaskan Native – 3 students 4.66%

Gender – Males – 39 students Females – 33 students

Special Program Participation – The Aledo Learning Center provided services to 7 students in Special Education, 4 students were classified as 504 and all students were recommended to TLC by the Aledo High School Response to Intervention committee.

At-Risk Students – All students in attendance at ALC during the 12-13 school year were classified as at-risk students. Multiple categories of at-risk were typical for each student. The most prominent categories were (2) did not maintain an average of 70 in 2 or more subjects, (3) not promoted for one or more school years, (4) unsatisfactory performance on assessment instrument, (5) pregnant/parent, and (6) placed in DAEP.

Teacher/Student Ratio – Teacher-student ratio depends on enrollment, student needs and availability of teachers. There are times we have a 1-10 to 1-12 teacher-student ratio, while other times during the school year we may have a low 1-1, 1-2, or 1-3 teacher-student ratio based on the factors mentioned above.

Course Assignments/Class Assignments – Course/Class assignments are based on the student's personal graduation plan. We assign classes based on student needs of meeting graduation requirements. There are times we double and triple block a subject when a student has a weakness in a certain subject.

College/University/Dual Credit/AP enrollment – During the 12-13 school year no students from the Aledo Learning Center were enrolled in any of these areas.

Discipline referrals – Discipline referrals are at a minimum. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems. The principal is available if a situation cannot be resolved. During the 12-13 school year 20 referrals were handled by the principal. Listed below are the referral causes:

Confrontation with another student

Profanity

Failure to follow directives

Cell phone violations

Persistent misbehavior

- Disrespectful to teachers
- Disrespectful to peers
- Leaving class without permission
- Off task
- Classroom disruption

Consequences included:

- Student conferences
- Parent/student conferences

School Context and Organization

The Aledo Learning Center is the only alternative school in the Aledo ISD. In addition to receiving state and local funds, the school also receives federal funds. The campus did not access title 2 funding for professional development as the staff did not attend the TAAE conference. State Compensatory funds used by the Aledo Learning Center in 2012-2013 school year amounted to \$151,751.00 which is used for teacher salaries.

School decision-making efforts are a coordinated effort involving a campus improvement team made up of one administrator, two teachers, 1 parent, 1 business representative and 1 community representative. Teachers are actively involved in decision making at the Aledo Learning Center. The teachers and staff play a vital role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the ultimate goal of students increasing their achievement in academics, social settings and emotional settings.

Strengths:

- Staff is very concerned and dedicated with helping at-risk students be successful
- The Aledo ISD provides fiscal and management support of the Aledo Learning Center
- Parents are involved in their child's education. Some parents are more involved than others.

Needs:

- The need to involve parents in their child's education.

Student Achievement

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, student and parents. Meeting graduation requirements is the primary goal of all shareholders. The nature of our students requires our staff to give instruction in all TEKS as well as TAKS and EOC preparation through- out the year. Methods used for TAKS and EOC preparation include daily TAKS and EOC warm-up activities, in-school tutorial classes, online activities (TEA Website) and the use of technology resources. Teachers attempt to identify student learning styles and teach to maintain student strengths and to increase achievements in the areas of their weaknesses.

Data included in identifying student needs include benchmark testing, weekly progress reports, teacher input and observation, discipline referrals and personal graduation plans.

TAKS Results in 2012-13

ELA – 10 students took the exam and 10 students met standards.

Math – 9 students took the exam and 5 students met standards. The four students who did not meet standards were out of school students who have finished their credits but need the Math exit level. They will be encouraged to take the exam in the 2013-2014 school year.

Science – 6 students took the exam and 6 students met standards.

Social Studies – 5 students took the exam and 5 students met standards.

End of Course exams in 2012-2013

December – 2012

English I Writing – 3 of 6 students met standards.

English I Reading – 3 of 6 students met standards.

Algebra I – 4 of 6 students met standards.

Biology - 3 of 6 students met standards

Spring 2013

English I Writing – 3 of 12 students met standards.

English I Reading – 3 of 11 students met standards.

English II Writing – 0 of 6 students met standards.

English II Reading – 2 of 6 students met standards.

Algebra I – 10 of 16 students met standards.

Geometry – 3 of 5 students met standards.

End of Course continued (Spring)

Biology – 11 of 15 students met standards.

Chemistry – 1 of 1 students met standards.

World Geography – 7 of 14 students met standards

World History – 2 of 6 students met standards.

In reviewing the testing results for the 2012-2013 year, we realize that the transition from TAKS to STAAR End of Course tells us that improvement is needed in English Writing and Reading, Algebra I, and Biology. Since the legislature reduced the number of tests required to five, we will be concentrating on those five areas in preparation for the 2013-2014 school year.

Strengths:

Student intervention opportunities include daily warm-up with emphasis on STAAR End of Course preparation, differential instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.

Staff is invested in at-risk student achievement.

Keeping parents informed of student academic achievements.

Providing at-risk students with social skills and emotional skills.

Needs:

Closing the achievement gap in all areas of the STAAR End of Course with heavy emphasis on Reading and Writing in English I and English

The need for all students achieving at grade level in all core subjects.

The need for additional opportunities to provide services to meet students' social and emotional needs. Motivation is a time consuming endeavor due to the nature of our students.

Increase staff awareness and efforts to ensure a safe and orderly learning environment.

Curriculum, Instruction and Assessment

The instructional staff identifies areas in the curriculum and instruction taking an active approach to design and implement lessons to meet student needs. The self-paced computer curriculum and module packets used at the Aledo Learning Center are aligned to the state standards. Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

Funds spent in the 2012-2013 school year to improve curriculum, instruction and assessment is as follows:

TAKS and STAAR End of Course Remediation – English Reading and Writing - \$608.40, Math - \$554.04, Science - \$369.36, and Social Studies - \$380.81.

API Modules – Updates and replacements - \$11,108.83 – Module additions were in all core subjects as well as elective credits.

Science lab supplies - \$1418.03

Testing supplies - \$1267.00

Textbooks - \$246.05.

Annual Update to A+ Learning System - \$3500.00

Data sources reviewed in the identification of curriculum and instructional needs included teacher input, student achievement data such as TAKS and STAAR End of Course results and student understanding of the curriculum.

Strengths:

The addition of Compass Learning software to prepare our students for the future.

Staff developed TEKS based instruction

The use of technology through computer based curriculum and interactive boards to meet student needs.

Needs:

Improved strategies in all core areas to meet student achievement needs.

School Culture and Climate

As an alternative education program, the Aledo Learning Center operates differently than a traditional high school. Our students feel that it is a place where they can come and be themselves; where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that the Learning Center is an empathetic, encouraging environment, where students are offered countless opportunities to succeed. The mission that all students can learn is the embodiment of what the Learning Center is. Both students and staff work diligently in order to make sure everyone is successful here. Students are offered one-on-one instruction daily in order to meet their needs and goal of graduation. Because the students are at-risk of dropping out, attitudes change on a daily basis. In a small environment like the Learning Center, the teachers are able to provide additional educational and emotional support to each student. Occasionally students need more discipline than they get in the classroom and are referred to the principal. This does not happen often, but issues such as inappropriate language, excessive talking, and excessive absences do occur. Teachers are expected to have classroom procedures that create order in the classroom. They are also expected to

manage their classroom at all times. The Learning Center is viewed as a safe environment by both students and staff. Students come with the expectation that if they work hard they can recover credits quickly and can graduate early or on time. Staff expects students to come to school ready to learn with the goal of passing TAKS/STAAR Exams and graduating on-time. The students who tend to be most satisfied with the school culture and climate are those that are truly driven to complete credits, are here daily and on time. There are some teachers who have trouble managing their classes at times. These are usually the classrooms that are not as focused and are not getting as much work done in return. The biggest problem may be substance abuse among the students outside of school. It is no longer seen as taboo to be involved in underage drinking or marijuana use. Students are instructed that talk about being involved in illegal activities will not be tolerated. Many have spoken with principal and/or counselor concerning issues they may have. Students are also offered an online course to learn about what illegal substances can do to their bodies and how they can change their lives. When students come to the Learning Center they are no longer able to participate in extracurricular activities with the high school. Students are still allowed to attend sporting events and those events that do not take place during the day or on the high school campus. Many of our students work outside of school or are parents who go home to take care of their children. Both students and staff agree that our facilities are very nice. Our building is less than 10 years old and everyone works hard to keep it looking nice. The classrooms do seem small when the Learning Center is at full capacity. There is a nice cafeteria/gathering place in order for students to socialize between classes and daily meetings to be held.

Strengths

- Encouraging environment
- One-on-one instruction
- Feeling of safety and a modern facility

Needs

- More focus from some students
- Better classroom management

Technology

The Aledo Learning Center currently has 10 Thin Clients in each classroom. The Thin Clients are connected to a server in the technology building, 3 classroom Smart Boards and a Smart Response System. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. Some barriers that potentially prevent our effective use of technology include inability to log onto computers when server is down, and some internet blocks prevent from students from logging onto educational websites. Our teachers have had smart board training which helps them implement new and exciting ways to get students involved in learning. Technology is employed in all the classes offered. Many of our core subjects and electives are completed using the A+ system/Compass Learning. The subjects that are computer-based include: English I, English II, English III, English IV, Algebra I, Algebra II, Geometry, Math Models, Integrated Physics and Chemistry, Biology, Chemistry, Physics, Earth and Space Science, Health, World Geography, World History, US History, Government, Economics, Art Appreciation, and Sociology. All other subjects taught require use of computers for research. Technology at the Aledo Learning Center enables students to work at their own pace; with immediate response on test and quizzes. The design of our network provides the ability

for our students to complete credits at an accelerated pace. The addition of the smart boards has increased student participation in their learning and preparation for the TAKS test.

Strengths:

- Supports self-paced curriculum
- Smart boards have increased classroom participation
- Teacher laptops
- Quick research

Needs:

- No smart board in English/Language Arts.
- Students cannot complete assignments if the server is down.

Family and Community Involvement

A majority of parents of our at-risk students want their child to be successful. The involvement of parents varies from the minimum to the maximum. Students are required to make application to attend our school. A parent and student orientation is required with at least one parent and the student as participants. Routines and Procedures are discussed in this orientation as well as our student handbook and the Aledo ISD Student Code of Conduct. Parents are encouraged to contact the school with requests and concerns of their child's education. We encourage a team of school personnel, parents and student involved with meeting the educational needs of the child.

Community involvement is present when help is requested. The Aledo Advocats are very proactive in meeting the needs of students and their families with financial support in the areas of food, clothing and shelter. Several business owners are supportive of our students by providing gift cards as rewards for student attendance and academic achievement. The Aledo ISD Connections mentoring program assists our students with mentors to provide guidance in reaching their educational goals.

Special education services were provided to eleven students last year, four being classified as 504 students. These students were referred to us by the RTI committee at Aledo High School.

Strengths:

- Parents required to attend orientation
- Parents know what progress their child is making in school by sending weekly progress reports
- Community organizations and businesses willing to assist our students

Special Education department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special services students

The staff is willing to attend new training to assist students in meeting their educational needs.

Needs:

Parent involvement needs to improve.

Professional Development

The Aledo Learning Center staff collaborates regularly to share ideas and plan instruction. We have one teacher in each of the core areas. Teachers share ideas on what has been successful with individual students in their core areas. They also brainstorm to find new strategies that may motivate individual students. Teachers at the Aledo Learning Center work well together to provide an opportunity for students to meet their educational goals.

During the 2012-2013 school year, the Aledo Learning Center was staffed with the following personnel:

1 – Principal, 1 – Half time Counselor, 1 – Secretary, 1 – English teacher (4 of 6 periods), 1- Math teacher (5 of 6 periods), 1 – Science teacher, 1 – Social Studies teacher (5 of 6 periods), 1 – Health/PE teacher (4 of 6 periods) and 1 paraprofessional.

Professional Staff Development sessions attended by one or more staff members are as follows:

C.P.R. training

C.P.I. training – attended by the CPI team

TELPAS Training

Fundamental 5 Training

Compass Learning Software Training

Concussion Training

AESOP Training

Diabetic, Air bourn Antigens and Epi-pens

McKinney-Vento training

Bullying training – Changing the Way We Address Bullying

PDAS Update

Parent Concern Procedures

Crisis Plan training

Assessment Training

Thinking Map Training

Ventures Training

ELPS Training

Strengths:

Staff working together as a team to ensure At-risk students will be successful.

Staff that is willing to grow and learn by attending professional development workshops which will assist in meeting our student needs.

The Professional staff is 100% highly qualified.

Teacher retention rate is above State average

District wide technology professional development in the use of Smartboards.

The constant awareness of staff to provide a safe learning environment for our students.

Needs:

A need for full time staff members without extra duties.

Motivational workshops to increase knowledge of the non-motivated student.

Aledo Learning Center 2013-2014 Campus Plan

District Priority #1: Learning – The District will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will align all curricula based on data to reflect appropriate rigor and maximize student success for meeting graduation requirements and required state exams.	ALC Administration ALC Staff	API Modules A+ Learning system Compass Learning TAKS and EOC preparation materials	2013-2014 School year: use of data as it becomes available	TAKS Results EOC Results Benchmark Testing TELPAS	Graduation Rate Number of students meeting standards on required state exams. Comparison of reports and objectives annually by sub groups.	PD CNA A C
ALC will provide a variety of diverse, rigorous courses to meet student needs and prepare them to be successful in a competitive-global society.	ALC Administration ALC Staff	College prep. classes Technology classes Military Information Resume building classes Technical school inf. On-job training inf.	Annual evaluation of courses offered	Master schedule	Addition of new courses after evaluation of courses offered	HQ C
ALC will identify and implement an appropriate set of instructional strategies including the full integration of existing technology by staff and students.	ALC Administration Campus Staff Technology Staff	A+ Learning System Compass Learning Smart Boards Educational internet Smart Response system	August 2013 – June 2014	Weekly progress reports for individual students. Nine week credit earned data. Staff Development	Student success in earning credit Graduation rate State Testing data	PD CNA C
ALC will provide support programs at the campus level to meet the diverse needs and learning styles of all at-risk students.	ALC Administration ALC Staff	Computer software Learning modules Required state testing preparation programs and instructional strategies. Homeless liaison	August 2013 – June 2014	Progress reports Credit earned reports Graduation rate State testing data Services to homeless students	Number of students completing all graduation requirements.	PI R/R C
ALC will set a goal of 90% attendance rate for all students enrolled in the program.	ALC Administration ALC Staff	PEIMS data Six Weeks perfect attendance incentives. End of the year incentives for students at 90% attendance rate	Every six weeks in 2013-2014. June 2014	PEIMS data Incentives awarded	Evaluation of attendance rate every six weeks to achieve improved attendance. Attendance rate in June, 2014	CNA PI

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, STAAR – The State of Texas Assessments of Academic Readiness, TELPAS – Texas English Language Proficiency Assessment System, LAT – Linguistically Accommodated Testing

District Priority #2: Safety – The District will maintain a safe and orderly environment.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will be prepared to respond to an emergency situation at any time working with district and local emergency preparedness agencies.	Central Administration ALC Administration ALC Staff AISD Police Technology Maintenance/Operations	AISD Police Local First Responders Emergency procedures of ALC and district. Edwards Risk Management	August 2013 – June 2014	Written procedures for ALC and district procedures Documentation of drills	Appropriate response if emergency occurs. Evaluation of procedures	CNA PD
ALC will report and respond to the safety needs and concerns of students and staff.	ALC Administration AISD Police ALC Staff Technology staff Maintenance/Operations	Investigation procedures. AISD Police Maintenance/Oper. Edwards Risk Management District Central Office	August 2013 – June 2014	Student/Teacher handbooks Procedures of district and ALC	Evaluation of procedures. evaluation of investigation Successful outcome of needs and concerns.	CNA PD
ALC will be in compliance with all governmental safety regulations.	ALC Administration ALC Staff	AISD Central Administration. Police/maintenance	August 2013-2014	Written documentation demonstrating compliance	ALC in compliance and procedures followed	CNA PD
ALC will follow the AISD Student Code of Conduct and provide required data on discipline.	ALC Administration ALC Staff	PEIMS Data	August 2013 June 2014	Discipline data	Decreased discipline issues	CNA
ALC will provide appropriate safety protocols and procedures and professional development to ensure a safe environment for students, staff, and substitutes.	ALC Administration ALC Staff AISD Police Maintenance/Operations	Edwards Risk Management. AISD Police	August 2013-2014	Professional Development agendas. Campus drill documentation	Student surveys Staff surveys	CNA PD

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District Priority #3: Parents/Community – Parents and members of the community will have meaningful opportunities to participate in the educational processes of the Aledo ISD.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will use the campus website and local newspaper to promote the positive accomplishments of the students and staff.	ALC Administration ALC Staff Campus Webmaster District Communications officer	Campus Webmaster Local Newspapers District Communication officer	August 2013 – June 2014	Website Newspaper articles	Positive feedback from parents, students and community	PD PI CNA
ALC will provide students an opportunity to be involved in a community service project.	ALC Administration ALC staff	Charitable organization Student input on which organization to support.	August 2013 – June 2014	Success of Project	Student feedback Organization feedback	PI
ALC parents will be required to attend a student/parent orientation before their child may attend the school.	ALC Administration	Student Handbook Student Code of Conduct Routines and Procedures of ALC	August 2013 June 2014	Attendance at orientation Calendar documentation Receipt of student handbook and student code of conduct.	Student/Parent/ALC are all aware of the routines and procedures of the school after orientation	PI
ALC will continue to build positive relationships with parents through personal contact and campus activities.	ALC Administration ALC Staff	Weekly progress reports Positive/negative telephone calls Open door policy for students and parents Graduation ceremony	August 2013- 2014	Feedback from parents and students. Exit interview of graduating students Graduation ceremony	Verbal and written feedback from parents and students Parent surveys Exit interviews	PI

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District Priority #4 Human Resources – The District shall recruit, hire, train, and retain a highly qualified staff.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will be staffed with 100% fully certified and highly qualified staff.	District/Campus Administration	State Comp. funds \$151,751.00 Local funds	August 2013 – 2014	Principal Attestation Report HQ District and Campus Reports	HQ District/Campus Reports Personnel record 100% of staff will be highly qualified	HQ CNA R/R AYP
ALC will follow a consistent structure of professional development for all employees.	District Administration Campus Administration	Local funds Title 2 \$800.00	TAAE Conference Feb. 2014 Region XI Service Center Workshops	Calendar Receipts of registration Documentation/sign-in sheets for professional development	Sign-in sheets Agendas Implement new strategies	CNA PD R/R
ALC will continue to evaluate present staff effectiveness in meeting the needs of students and monitor the need to add additional staff to improve the effectiveness of the program.	District Administration Campus Administration	Local funds State Comp. funds Title 2 \$800.00	August 2013 – June 2014	Data collected on effectiveness of the program and use of staff. Student enrollment Master schedule	Class Size Teacher's schedule Teacher-Student ratio	CNA HQ

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District Priority #5 Financial/Facilities – The District shall exhibit excellence in financial and facility planning, management, and stewardship.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will build a budget to meet the needs of the instructional staff, the needs of the students and the operation of the school.	Campus principal District CFO	Local funds State Comp. Funds \$151,751.00 Title 2 \$800.00	2013-14	Budget approval	Evaluation of budget expenditures annually	CNA C
ALC staff will participate in long range planning for future development of ALC.	Superintendent Board of Trustees District CFO Campus Administration	Bond Money Local Funds State Funds	2013-2014	Expansion of facility	Ability to serve increased number of students per year	CNA PI C

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District Priority #6 Continuous Improvement – The District shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
ALC will annually evaluate the effectiveness of the program utilizing a variety of data sources.	District Administration ALC Administration	ALC Staff ALC Students by use of exit interview ALC Parents Staff Brainstorming sessions on how to improve the program Campus Improvement Committee	August 2013 – 2014	Annual evaluation Campus Improvement Committee Graduation data State Testing data	Improvement in areas of concern as identified by the evaluation process	CNA PI PD
ALC will collect data from district annual survey s for parents and staff to evaluate the effectiveness of the program.	District Administration	ALC Staff ALC Parents	April 2014	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA

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