

Aledo Independent School District
Aledo Learning Center
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

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

The mission of the Aledo LearningCenter is to provide at-risk students with an alternative academic opportunity to earn a high school diploma.

Motto

Every Student Matters, Every Moment Counts!

Comprehensive Needs Assessment

Needs Assessment Overview

The Aledo Learning Center is a branch of Aledo High School. We are utilized 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 and are returning. A majority of our students are classified as at-risk. Our students are on a self-paced accelerated curriculum that utilize computer programs and teacher created materials depending on the subject. Our on-line computer curriculums are Odysseyware and the A+ Learning System. 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 2018-2019 ALC Comprehensive Needs Assessment was conducted on October 12 , 2018, with the staff during professional learning. Revisions and edits were discussed at this time. Revisions and edits were also reviewed and discussed with the Campus Advisory Team on October 23, 2018. The plan was also submitted to the ALC campus staff for a final review on October 24, 2018. During these meetings parent/teacher/graduate survey data was reviewed along with EOC results and attendance data. The plan will be monitored by the campus principal and Campus Advisory Team during the months of December, February, April and June. Meetings will be held 2-3 times for reviews throughout the school year.

Demographics

Demographics Summary

Staff: The ALC staff consists of nine staff members, which include one of each of the following; principal, ELA teacher, Science teacher, Math teacher, Social Studies teacher, DAEP teacher, paraprofessional, campus secretary, and a part-time counselor. New this school year; are four special education teachers from AHS and DNG that each spends a period a day on our campus; two in English and two in Math.

Enrollment: We had 45 students enrolled at the Aledo Learning Center during the 2017-2018 school year. Listed below is a breakdown of our enrollment.

36– Students graduated – Met standards on the STAAR End of Course exams and completed the required credits for graduation.

2– students graduated on the Foundation Graduation Plan with an Endorsement and Distinction (26 credits).

2 – students graduated on the Foundation Graduation Plan with an Endorsement (26 credits).

32 - students graduated on the Foundation Graduation Plan (22 credits).

21 – Students were scheduled to return to ALC for the 2018-2019 school year.

1 – Student withdrew from the ALC during the 2017-2018 school year.

Attendance Rate: In the 2017-18 school year we had an attendance rate of 83.5%. This is a 1% increase from the previous school 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/or the parent with our local Justice of the Peace.

1st Six Weeks – 85.0%

2nd Six Weeks – 85.3%

3rd Six Weeks – 85.9%

4th Six Weeks – 80.5%

5th Six Weeks – 78.9%

6th Six Weeks - 85.5%

Ethnicity: The ethnicity composition of the Aledo Learning Center for the 2016-2017 school year was as follows:

Caucasian – 31 students or 78%

Hispanic – 9 students or 21%

African American – 1 student or 1%

Gender: Male students – 29 and Female students – 16 students

Special Program Participation: The Aledo Learning Center provided services to 16 Special Education students, 2 ESL students, and 15 504 students. All students were recommended to the ALC by Aledo High School and Daniel Ninth Grade's Response to Intervention Committees.

At-Risk Students: ALC had 29 students in attendance during the 2017-2018 school year that were classified as at-risk students.

Teacher/Student Ratio: Teacher-student ratio depends on enrollment, student needs and availability of teachers. We strive to maintain a 10:1 student to teacher ratio.

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 or only has 2-3 courses left to complete.

Discipline referrals: Due to the nature of the ALC and small enrollment, student referrals are at a minimum at 28. The majority of referrals were written for non-participation, breaking classroom rules and using inappropriate language. There were two drug-related referrals and 3 e-cig related referrals. The ALC is able to provide individual daily schedules that help reduce discipline issues. When discipline issues occur, conferences are held with the student and sometimes include the teacher, counselor, and parents. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems as they arise. The principal is available if a situation cannot be resolved. Restorative discipline is utilized, as well.

DAEP: 52 students were placed in DAEP during the 2017-2018 school year.

1-elementary student (1 girl)

2-intermediate students (2 boys)

13-middle school students (4 girls and 9 boys)

36-high school/ALC students (5 girls and 31 boys)

Demographics Strengths

All staff is focused on student success and ultimately, graduation.

ALC serves a variety of learning styles and grade levels.

Core content teachers are certified.

We increased the number of graduates from 29 to 36.

High population of at-risk graduates.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students are not completing courses by expected dates. **Root Cause:** At-risks students struggle with attendance for a variety of reasons.

Student Achievement

Student Achievement Summary

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, students and parents. Meeting graduation requirements is the primary goal of all stakeholders. The nature of our students requires our staff to give instruction in all TEKS as well as EOC preparation throughout the year. Methods used for EOC preparation include daily 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, teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC implemented a new FLEX schedule year which includes a 25 minute campus reading period on Mondays and a Reading course. The ALC 2017 accountability rating is included with Aledo High School, which “Met Standard.”

End of Course exams in 2017-2018 (Fall & Spring)

95% EOC US History Pass Rate, 19 out of 20 Students Passed

60% EOC Algebra Pass Rate, 3 out of 5 Students Passed

80% EOC Biology Pass Rate, 8 out of 10 Student Passed

0% EOC English II Pass Rate, 0 out of 14 Students Passed

11% EOC English I Pass Rate, 1 out of 9 Students Passed

During the summer of 2018, 1 student tested in English II and passed.

7 students graduated under Individual Graduation Committees.

In reviewing the testing results for the 2017-2018 year, we realize the need to work on maintaining our strengths and working on improvement in our weaknesses. We need to maintain our passing rate in U.S. History and improve our passing rate in English I, English II , Biology I and Algebra I. Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school.

Student Achievement Strengths

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.
- Flex Period for EOC remediation.
- The addition of a Reading course for EOC remediation.
- Campus reading time every Monday during FLEX.
- All teachers are incorporating Thinking Map and Critical Writing into their curriculum along with the Fundamental 5.
- Keeping parents informed of student academic achievements through Weekly Progress Reports.
- MAP testing.

Needs

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - * Staff development with a focus on serving ELL students - \$2,000, Supplemental materials - \$2,000 and Tutors for ELL students - \$10,000
- Title 1 funding will be utilized to provide services to ELL students in the following areas:
 - * Teaching materials - \$10,000, Staff development - \$10,000 and Tutors - \$5,000
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:
 - * Summer School personnel - \$80,000, Summer School transportation - \$20,000 and Summer School materials - \$3,000

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students are not demonstrating yearly progress at expected levels. **Root Cause:** Staff are continuously trying to meet the emotional needs of our at-risk population and this can take away from the students instructional time.

School Culture and Climate

School Culture and Climate Summary

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 the ALC's small environment, the teachers are able to provide additional educational and emotional support to each student. 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 on time or early. Staff expects students to come to school ready to learn with the goal of passing STAAR EOC 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. Many of our students work outside of school or are parents who go home to take care of their children.

School Culture and Climate Strengths

Strengths

- Caring staff that provide an encouraging environment.
- One-on-one instruction.
- Feeling of safety and a modern facility.
- Continue the Staff Member of the Month Award.
- Two graduation ceremonies per year.
- Recognition of every credit that a student earns.
- Counselor incorporation of Thinking Maps into guidance lessons.

Needs

- Title 4 funding, \$20,000, will be allocated for staff members to receive training in Capturing Kids' Hearts.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of parent and community involvement. **Root Cause:** At-risk students are focused on graduation requirements and not community involvement.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo Learning Center did not have to replace any teachers from last school year. We did have to hire a new paraprofessional due to the current para transferring to another campus. About half of our teachers are considered veteran and the other half are fairly new to the profession. They all understand the varying emotional and academic needs that the ALC students will have. They love their positions and feel great pride in seeing their students succeed.

Staff Quality, Recruitment, and Retention Strengths

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.
- The constant awareness of staff to provide a safe learning environment for our students.
- The addition of special education teachers from AHS and DNG for 4 different periods.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. Campus representatives will also attend the Alternative Education Conference. There is approximately \$1,500 allocated for ALC in Title 2.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We do not have a full-time counselor or CTE teacher. **Root Cause:** Due to our campus size, student numbers to not exhibit the need for these two positions.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The instructional staff identifies areas in the curriculum and instruction taking an active approach to design and implement lessons to meet individual student needs. The self-paced computer curriculum and teacher created materials that are 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.

Data sources reviewed in the identification of curriculum and instructional needs include teacher input, student benchmarks, MAP results, student achievement data from STAAR End of Course results and student understanding of the curriculum.

Curriculum, Instruction, and Assessment Strengths

Students are provided several learning platforms to obtain their credits; Odysseyware, A+ and teacher created materials.

Staff developed TEKS based instruction.

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

Individualized remediation plans are developed for students that will be taking an EOC assessment.

Whole campus guidance lessons presented by counselor multiple times a year.

Weekly teacher meetings with principal to ensure that the District/campus Problem of Practice is the focus of instruction.

Campus wide Reading on Mondays during FLEX.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Although they want to, for various reasons, teachers are not able to attend all the vertical meetings and Just In Time District trainings.

Root Cause: The ALC only has five full time teachers, they are not able to attend all of the trainings or get the information from a campus colleague.

Parent and Community Engagement

Parent and Community Engagement Summary

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 complete an application prior to acceptance to the ALC. 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 for their child's education. We encourage a team of school personnel, parents and student to be involved with meeting the educational needs of the child. Weekly Progress Reports are sent home by each teacher.

Community involvement is present when help is requested. The Aledo AdvoCats are very active in meeting the needs of students and their families with financial support in the areas of food, clothing, shelter and medical needs. The Aledo ISD Connections Mentoring Program assists our students with mentors to provide guidance in reaching their educational goals. Christ Chapel also assist our campus with food and personal hygiene needs.

Parent and Community Engagement Strengths

Parents required to attend orientation.

Weekly Progress Reports allow the parent to be kept up to date with their child's progress.

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 education students.

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

Facebook and Twitter are used to share announcements, as well as Blackboard.

Open House is held at the start of each school year.

Staff Member of the Month Award provided by Brookshire's.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Additional parental involvement is needed from parents. **Root Cause:** Most of our parents are unsure how to help their students with course work outside of school.

School Context and Organization

School Context and Organization Summary

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 accessed \$570.00 in Title II funding for professional development. The principal and several staff members attended the Texas Association of Alternative Education conference.

School decision-making efforts are a coordinated effort involving a campus improvement team made up of one administrator, two teachers, one counselor, one parent, one business representative and one 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. The staff all had the opportunity to complete a campus needs assessment.

School Context and Organization Strengths

A safe environment is provided for staff and students.

Staff is very concerned and dedicated to helping at-risk students be successful.

The ALC has a strong budget built around the success of students.

A campus Facebook page and Twitter account are used to recognize staff and students for their successes.

The principal provides a weekly calendar of events.

Staff, parents, and graduates are asked to complete a survey every year.

Teachers meet weekly with the principal to discuss the District/Campus focus areas, students and other timely issues.

Campus web page is kept up to date.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Very few students graduate on the 26 credit Foundation Plan with an Endorsement. **Root Cause:** Most at-risk students are concerned with graduating as soon as possible so that they can help their families or move on with their own lives.

Technology

Technology Summary

The Aledo Learning Center currently has 10 Chrome workstations in each classroom. Each classroom is equipped with a Promethean Panel, teacher laptop and teacher iPad. The ALC also has 30 laptops that can be utilized by the staff and students for collaborative learning. The ALC also has 20 state of the art calculators for students to utilize in the classroom and on state assessments. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. The design of our network provides the ability for our students to complete credits at an accelerated pace. Students also have the opportunity to work on their course work from home via the Internet.

Technology Strengths

Supports self-paced curriculum.

Students can work on their course work at home.

Staff utilized technology, as needed, in their curriculums.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students are unable to work on course work at home due to lack of Internet services. **Root Cause:** Families do not have Internet services at home.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Local benchmark or common assessments data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals





Goal 1: What We Teach: Guaranteed and Viable Curriculum

Performance Objective 1: Aledo ISD will intentionally design instruction for students through embedding four required district components in weekly lesson plan submissions, 100% of the time, by June 2019: TEKS-We Will, Daily Tasks Products-I Will, High Level Questions, Critical Writing/Academic Discussion

Evaluation Data Source(s) 1: Progress monitor evidence of the four required lesson plan components through a weekly review by campus administration. Each administrator will review five lesson plans, per week, for the presence of the four required lesson plan components ensuring that 100% of the staff lesson plans will be monitored each semester.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 4 CSF 7 1) Teachers will embed TEKS (We will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	2.4, 2.5	Campus Administration	100% of teachers' lesson plans reviewed by campus administration will embed TEKS into their daily lesson plans to ensure standards-driven instruction.				
Critical Success Factors CSF 1 CSF 4 CSF 7 2) Teachers will include meaningful tasks and products (I will) in their lesson plans that are aligned to the rigor of the standards.	2.4, 2.5	Campus Administration District Administration	100% of teachers' lesson plans reviewed by campus administration will embed meaningful tasks and products into their daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
Critical Success Factors CSF 1 CSF 4 CSF 7 3) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	2.4, 2.5	Campus Administration District Administration	100% of teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				





<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication.</p>	<p>2.4, 2.5</p>	<p>Campus Administration District Administration</p>	<p>100% of the teachers' lesson plans reviewed by campus administration will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement district identified best instructional practices that include; consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Progress monitor evidence of implementation through five daily impact walks per week, per campus administrator, and through two instructional rounds one conducted in the fall and one conducted in the spring.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.	2.4, 2.5, 2.6	Campus Administration District Administration	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evidence, 80% of the time by, June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Campus Administration District Administration	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, 80% of the time, by June 2019.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 2: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time by, June 2019.


Evaluation Data Source(s) 2: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 1) Teachers will implement Framing the Lesson in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.				
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Teachers will implement Critical Writing in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration	100% of teachers will utilize Critical Writing daily with fidelity, by June 2019.				




= Accomplished



= Continue/Modify



= No Progress







= Discontinue

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10th as evidenced through student-written compositions and classroom artifacts.

Evaluation Data Source(s) 1: Progress monitor evidence of WFBB expository basic structure in grades K-10th through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student expository writing samples, one in the fall and one in the spring, will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) ELAR teachers will ensure that students are progressing through the WFBB expository writing grade level specific goals and goals are attained by EOY 2019. Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.</p>	2.4, 2.5, 2.6	<p>Campus Administration</p> <p>District Administration</p>	<p>All ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies.</p> <p>100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Cheryl Jones	Principal
District-level Professional	Michelle Morales	Counselor
Classroom Teacher	Karl Richter	Teacher
Classroom Teacher	Lindsey Coomer	Teacher
Business Representative	Gordon Jones	Business Representative
Community Representative	Gina Stewart	Community Representative
Parent	Rachael Duncan	Parent
District-level Professional	Lynn McKinney	Deputy Superintendent