

Aledo Independent School District

Daniel Ninth Grade Campus

Campus Improvement Plan

2020-2021



Mission Statement

Daniel Ninth Grade Campus exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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 512. The ethnic breakdown is as follows: African American 3.51%; Caucasian 75.78%; Hispanic 15.42%; other 5.27%. Sixteen percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 8.2%, and we currently have nine students receiving English Language (EL) services. The campus has 28 full-time instructional professional staff members and shares an additional 15 instructional professional staff members with AHS and/or AMS. We also have access to the AHS instructional professional staff for students to take CTE and Fine Arts electives.

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth-grade students during their 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.

The CNA and Campus Plan were developed over a series of two workshops (9/22/2020, 9/29/2020). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT Participation Data, Instructional Focus Data. The previous year's assessment was used as a jumping-off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall Campus plan was finalized by the committee on September 29, 2020, and shared with the entire faculty for review and discussion.

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

Demographics Strengths

Strengths:

- Small Learning Community Concept (one grade level) allows campus to implement innovative programs and initiatives.
- The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.

Needs:

- Parent engagement within the Hispanic and Economically Disadvantaged populations are low.
- Daniel Ninth Administration and Counseling Staff will monitor needs of homeless students.
 - Title 1 for homeless student supplies (\$2,838)
- Daniel Ninth Administration and ESL teachers will monitor needs of students who are new to the country or within their first 3 years in US schools.
 - Title III Immigrant funds (\$5,275)

Student Achievement

Student Achievement Summary

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. Due to COVID-19 and the absence of 2020 STAAR/EOC data, Daniel Ninth Grade Campus received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Common Assessments were administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designed intervention and extension for students around essential standards.

Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied on-going assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They are developing a sense of collective responsibility through weekly targeted interventions and extensions during I-30 Flex. 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, AP test performance, attendance rates, retention rates, and PSAT participation.

Student Achievement Strengths

Strengths:

- The campus has developed a systematic approach to providing a targeted intervention and extension program during I-30.
- After school tutorial program staffed by a certified teacher and student tutors is open to all students
- Daniel Ninth Grade Campus provides all freshmen with the opportunity to take the PSAT at no cost to students.
- The campus is taking a proactive approach in addressing student academic needs and growth, etc. through collaborative team meetings, common formative assessments, common summative assessments, etc.
- The campus is building collective responsibility through an intentional focus on sharing students, interventions, etc.

Needs:

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - Professional learning focused on high yield instructional strategies and instructional programming for ELL students (\$1000)
 - Supplemental materials (\$5000)
 - Students not showing mastery will be provided summer school opportunities.
 - Title I funds (\$11,993)

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

School Culture and Climate

School Culture and Climate Summary

The Daniel Ninth Grade campus strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character, and behavior. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students.

Daniel Ninth Grade Campus is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to 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 guidance program provides academic seminars, Too Good for Drugs Program, Signs of Suicide (SOS) Program, Start with Hello Program, guidance lessons, small group counseling, and a character education program. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. A Student Leadership Team will be established as an additional communication link between students and staff to make recommendations in regards to instructional needs, building concerns, and creating a positive learning environment.

Please note the following regarding required trainings:

For staff:

All staff is required to complete the annual 35-minute Child Abuse: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared, and previews of student content are available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

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

School Culture and Climate Strengths

Strengths:

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- Campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- Faculty are trained and implement the Capturing Kids' Hearts Process.
- Campus focuses on learning for all students as evidenced by a redefined focus and implementation of I-30 Flex.
- Teachers are flexible and are willing to take risks.
- Student organizations such as Leading Ladies, Student Ambassadors, and Student Council facilitate projects and programs that promote a positive school culture.

Needs:

- Refinement of systems to manage the instructional responsibilities required of teachers in this new educational landscape. Teachers feel overextended and are at-risk for
- New staff in need of Capturing Kids' Hearts training. Seven teachers will attend the training in 2020-2021 using designated title 4 funds (\$20,985)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Daniel Ninth Grade Campus is a small learning community made of up 43 faculty and staff members. The average number of years of experience for teachers at Daniel Ninth is 13.8 years. All teachers have a Bachelor's Degree and are fully certified to teach their assigned courses. Ten teachers also have a Master's Degree.

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Administration intentionally plans activities and events to facilitate the building of new relationships and ensure the campus is a Professional Learning Community. Professional learning is a big part of the campus culture and is incorporated regularly through learning lunches, book studies, etc. Teachers are required to attend Capturing Kids' Hearts and are given the opportunity to attend TCEA and PAP conferences on a rotational basis. Additionally, teachers are encouraged to participate in district-level professional learning opportunities such as "Just in Time" training. New teachers participate in a New Teacher Induction program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

Teachers are evaluated through the T-TESS appraisal system on an annual basis. They develop two professional goals. Administrators conduct 2 formal walk-throughs and a full observation as a way to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walk-throughs to monitor the quality of instruction.

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

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- The Capturing Kids' Hearts training has created a staff that focuses on student relationships and that builds high-performing teams within their classrooms.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.
- The implementation of a new hiring protocol allows a team to observe and interview applicants to find the best candidate for every position.
- Salary increases have resulted in a higher level of competitiveness which enables us to recruit high-quality candidates.

Needs:

- The retention rate for staff who are shared between campuses is, anecdotally, much lower than the retention rate for staff as a whole.
- The campus is lacking enough teachers to provide high quality, equitable remote instruction.

Title II funds (\$18,704) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

**Note: Dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Daniel Ninth grade campus is working to support the District Instructional Focus for the 2020-2021 school year. Teachers are implementing Thinking Maps and the Fundamental 5 strategies to address the District Problem of Practice which specifically addresses student progress and critical writing. Additionally, teachers are focused on rigor and relevance as they plan instructional opportunities for students.

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. The principal and instructional specialists also facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Many teachers participated in curriculum writing during the summer of 2020 where they identified essential standards.

Teachers continue to refine their skill levels to fully integrate the use of technology into instruction by including Promethean Boards, Teacher iPads, student devices, WebEx, Eduphoria, Canvas, and other applications. The District has been responsive and proactive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. This has been instrumental as we work to build both student and teacher capacity in our Learning Management System. Teachers have been trained in Marzano's High Yield Instructional Strategies, *The Fundamental 5* Instructional Strategies, Thinking Maps, technology integration, and Blended Learning that they are implementing into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

- The campus is implementing inclusion within the English I, Algebra I, and Biology I classrooms.
- Daily Impact Walks and T-TESS walkthroughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- The campus offers a high number of courses and endorsement pathways for students.
- Use of shared drives to facilitate resource sharing, data disaggregation, Collaborative Team Agendas, meeting minutes, and common lessons.
- Implementation of IXL and Lexia as a supplemental tool for supporting academic growth in Math and Reading.

Needs:

- Continued professional learning needed regarding high-quality formative assessments.
- Continued professional learning needed regarding effective feedback.

- Title II funds (\$18,704) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

**Note: Dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. While the campus is currently closed to visitors due to COVID-19 the school encourages participation by providing various opportunities for involvement such as parent/student orientation, STEAM Carnival, An Evening with the Arts, Bearcat Alley, booster clubs, PTO, AdvoCats, Aledo Education Foundation, community partnerships, Connections mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, eNewsletters, campus Facebook, Instagram, Twitter, and YouTube are ways the campus is trying to increase communication and transparency. Teachers are also utilizing their web pages, Canvas, Remind, and other resources to keep parents informed.

Additionally, we hosted a virtual Parent Fish Camp Event, Open House Parent Informational Meeting, and weekly parent newsletters provide direct resources for parents to best support their students academically at home.

Parent and Community Engagement Strengths

Strengths:

- Parent eNewsletter provides detailed information to keep parents well-informed on a weekly basis.
- Ascender/Parent Portal allows students and parents quick access to student's academic progress.
- Parent Link for administrators allows for disseminating important information to parents.
- Personal Graduation Plan meetings provide a mid-year check-in with every parent to keep them involved in their student's four-year planning.
- Student organizations and extracurricular activities provide community service opportunities for students.

Needs:

- Social distancing protocols have been an obstacle to engaging with parents within our school community. Emails, newsletters, and web chats are the main source of connection and we are experiencing a deficit in relational community-building.

School Context and Organization

School Context and Organization Summary

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 campus also has a Guiding Coalition comprised of teacher leaders, curriculum specialists, and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement.

Teachers also 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. A Guiding Coalition has been developed to help make campus-wide decisions regarding growth and improvement. They are given a voice as they play a vital role in curriculum writing and program selection and implementation. Core content areas meet weekly in collaborative teams to engage in work that directly impacts student learning. The campus has embraced the PLC at Work process in an effort to ensure high levels of learning for all students.

Students are offered multiple career pathway options through the five endorsements that are available at DNGC. They have various course options and extracurricular opportunities available to them.

School Context and Organization Strengths

Strengths:

- The creation of a Campus Guiding Coalition has resulted in campus-wide decision-making, program development, and campus improvement.
- Collaborative team meetings are made possible during the school day due to common department planning times.
- Staff updates are shared weekly which includes a calendar of events and other relevant “need to know” information.
- Frequent feedback from staff is used to identify areas for refinement and explore creative solution-focused systems.
- Students have a wide variety of CTE courses to explore.
- Staff members offer high-interest and relevant clubs and activities (for example; Coding, STEAM Studio, Science Labs, Beyond our Borders Student Outreach club, Leading Ladies, Student Council, HOSA, Book Club, Ted Talk Tuesdays, etc.)

Needs:

- Students and parents have limited knowledge regarding career pathways and endorsements.

Technology

Technology Summary

Daniel Ninth Grade Campus is equipped with 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 Promethean Board, a Laptop Computer, and a Teacher iPad. Previously, each classroom was also equipped with at least five student devices and teachers had access to mobile Chromebook carts for whole-class use. However, due to COVID-19, those devices have been distributed to individual students. While many students are able to bring their own devices, there are still several students that do not have access to devices for daily instruction. Also, transitioning from Google Classroom to Canvas has been a learning curve for both teachers and students and additional training is on-going.

Software programs such as Odysseyware, Eduphoria, Planbook.com, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis.

Teachers all have individual web pages through the Blackboard campus website and utilize the Canvas Learning Management System to incorporate blended learning strategies into the instructional design.

The campus has one mobile Chromebook cart, two computer labs, three science labs, a lecture hall, Distance Learning Equipment, and a library outfitted with student computers and Promethean Board. We also have a STEAM Studio giving students access to innovative technology tools. 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.

Technology Strengths

Strengths:

- Students and teachers are becoming increasingly familiar with navigating digital learning tools.
- The majority of students have a personal (or district-provided) device to utilize on a daily basis.
- Teachers are continuously learning and applying new technology skills to improve instruction.

Needs:

- Critical need for all students to have access to devices for daily instruction.
- Continued professional learning regarding Canvas implementation and best practices.

Priority Problem Statements

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

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data




Goals

Goal 1: How We Teach: Delivery of Instruction


Performance Objective 1: Daniel Ninth Grade Campus will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2021.


Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

<p>Strategy 1: An Instructional Focus section will be included in the weekly Teacher Newsletter to highlight exemplars and provide examples for teachers.</p> <p>Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Campus Administrators will complete 10 Daily Impact Walks each week.</p> <p>Strategy's Expected Result/Impact: Data will reflect implementation at 100%</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback.</p> <p>Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 4: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.</p> <p>Staff Responsible for Monitoring: Campus Administration, Team Leader, Curriculum Specialist</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 5: Teachers will be provided immediate feedback regarding missed opportunities though DIW and T-TESS Walk-through feedback.</p> <p>Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Daniel Ninth Grade will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2021.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

<p>Strategy 1: An Instructional Focus section will be included in the weekly Teacher Newsletter to highlight exemplars and provide examples for teachers.</p> <p>Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Campus Administrators will complete 10 Daily Impact Walks each week.</p> <p>Strategy's Expected Result/Impact: Data will reflect implementation at 100%</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum and to align instructional practices.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 4: Teachers will implement Framing the Lesson in daily instruction.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2021.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 5: Teachers will ensure that students have dedicated space for daily critical writing to occur.</p> <p>Strategy's Expected Result/Impact: Students will have a consistent place to house their critical writing and Thinking Maps as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 6: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback.</p> <p>Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 7: New teachers will participate in a Fundamental 5 book study.</p> <p>Strategy's Expected Result/Impact: Teachers will read and discuss the Fundamental 5 strategies to ensure common understanding for effective implementation of the Lesson Frame, Critical Writing, and FSGPT.</p> <p>Staff Responsible for Monitoring: C&I Department</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

Strategy 8: Teachers will be provided immediate feedback regarding missed opportunities through DIW and T-TESS Walk-through feedback.

Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.

Staff Responsible for Monitoring: Campus Administration

Reviews			
Formative			Summative
Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo ISD will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time by June 20-21.

Evaluation Data Sources: Data from Daily Impact Walks and student artifacts from in person and the remote learning environment.




Summative Evaluation: None

<p>Strategy 1: Campus Administrators will complete 10 Daily Impact Walks each week. Strategy's Expected Result/Impact: Data will reflect implementation at 85% Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Daily Impact Walk Data will be shared with the campus once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 3: Teachers will meet in collaborative teams weekly to ensure a guaranteed, viable curriculum and to align instructional practices. Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 4: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners. Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence 85% of the time, by June 2021. Staff Responsible for Monitoring: Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 5: An Instructional Focus section will be included in the weekly Teacher Newsletter to highlight exemplars and provide examples for teachers. Strategy's Expected Result/Impact: New teacher learning will result in a change in instructional practices and will result in increased implementation. Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June


Strategy 6: Collaborative Teams will breakdown common assessment data to identify specific skills and concepts to target for intervention.


Strategy's Expected Result/Impact: Students will receive specific feedback regarding the mastery of specific standards.

Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Team Leaders

Reviews			
Formative			Summative
Dec	Feb	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify











 Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 98% of Daniel Ninth Grade collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None











<p>Strategy 1: Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery.</p> <p>Strategy's Expected Result/Impact: 98% of Collaborative Teams at Daniel Ninth Grade Campus will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions.</p> <p>Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction on a regular basis.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Principal</p>	Dec	Feb	Apr	June
				
<p>Strategy 3: Collaborative Teams will identify prerequisite skills and knowledge for their subsequent courses.</p> <p>Strategy's Expected Result/Impact: Identification of prerequisite skills will enable vertical alignment and help teachers identify essential standards.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum Specialists</p>	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, 98% of Daniel Ninth Grade collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None










<p>Strategy 1: Collaborative Teams will meet on a weekly basis and utilize, guidelines, protocols, and processes (four critical questions) to ensure collaborative time is focused on student learning.</p> <p>Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in Indicator #1 by June of 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions.</p> <p>Strategy's Expected Result/Impact: Team collaboration will be focused on student learning.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration</p>	Dec	Feb	Apr	June
	Formative			Summative
				
<p>Strategy 3: Collaborative Teams will assign various roles and responsibilities within each team.</p> <p>Strategy's Expected Result/Impact: Teams will work interdependently.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists Campus Administration</p>	Dec	Feb	Apr	June
	Formative			Summative
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 93% of Daniel Ninth Grade collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None

<p>Strategy 1: Collaborative Teams will establish a SMART Goal and assess progress towards reaching the goal. Strategy's Expected Result/Impact: Collaborative teams will rate at the "Developing" level in Indicator #1 by June of 2021. Staff Responsible for Monitoring: Curriculum Specialists Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Collaborative teams will utilize District Common Assessments, Unit Assessments, and/or Benchmarks to monitor progress towards SMART goals. Strategy's Expected Result/Impact: Teachers will utilize a data analysis protocol to ensure a focused on results and student growth. Staff Responsible for Monitoring: Curriculum Specialists Campus Administration</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 3: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress. Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June
<p>Strategy 4: Collaborative Teams will be recognized when they accomplish their SMART Goal. Strategy's Expected Result/Impact: Celebrating success will enhance campus culture and reinforce intentional work. Staff Responsible for Monitoring: Collaborative Teams Curriculum Specialists Campus Administration</p>	Reviews			
	Formative			Summative
	Dec 	Feb 	Apr 	June




Strategy 5: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams.

Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence.


Staff Responsible for Monitoring: Collaborative Teams


Curriculum Specialists

Campus Administration

Reviews			
Formative			Summative
Dec	Feb	Apr	June
			

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of Daniel Ninth Grade collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

Evaluation Data Sources: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation: None





<p>Strategy 1: Collaborative Teams:</p> <p>Indicator#1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *Teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results.</p> <p>Strategy's Expected Result/Impact: 95% of collaborative teams at Daniel Ninth Grade Campus will rate at the "Developing" level in indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

Evaluation Data Sources: 100% of checked occupied classroom doors will remain opened and locked, and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.

Summative Evaluation: None











<p>Strategy 1: Campus police officer and security personnel will check 100% of each door type at Daniel Ninth Grade Campus every week and maintain documentation.</p> <p>Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.</p> <p>Staff Responsible for Monitoring: All Campus Staff Campus Police Officer Assistant Principals Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: The Athletic Department will achieve 93% course passing rate for all athletes, at the end of each nine weeks reporting period, throughout the school year, by monitoring individual student grades by June 2021.

Evaluation Data Sources: 93% of student-athletes pass all courses at the end of each nine weeks reporting period by June 2021.

Summative Evaluation: None





































<p>Strategy 1: Each Head Coach/Assistant Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.</p> <p>Strategy's Expected Result/Impact: 93% of student-athletes will pass all courses at the end of each nine weeks reporting period by June 2021.</p> <p>Staff Responsible for Monitoring: Athletic Coordinator Coaching Staff Principal Assistant Principal</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Students will be trained in how to utilize the Ascender Student Portal so they can monitor their own progress.</p> <p>Strategy's Expected Result/Impact: Student responsibility will increase.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Dec	Feb	Apr	June
				
<p>Strategy 3: A system will be developed to facilitate teacher communication with coaches when an athlete is struggling.</p> <p>Strategy's Expected Result/Impact: Partnership between teachers and coaches to ensure student success.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Across all AP exams given in grades 9 through 12, Aledo ISD average score per standard will meet or exceed the global averages by July 2021.


Evaluation Data Sources: AP Human Geography exam scores, multiple-choice performance section only, as reported in the Instructional Planning Report, will meet or exceed the global averages. The Instructional Planning Report data will be reported to the Board of Trustees when it is received in late summer 2021.

Summative Evaluation: None

<p>Strategy 1: Ensure teachers are current on APSI training, PreAP teacher training, and alignment with AP standards and objectives.</p> <p>Strategy's Expected Result/Impact: Highly trained teachers providing quality advanced instruction.</p> <p>Staff Responsible for Monitoring: Campus Administration AP Teachers</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Feb	Apr	June				
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<p>Strategy 2: Establish a Quarterly AP Teacher Collaborative meeting.</p> <p>Strategy's Expected Result/Impact: Teachers share best practices, establish consistency within the Advanced Academic Program.</p> <p>Staff Responsible for Monitoring: Campus Administration District Advance Academics Coordinator</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Feb	Apr	June				
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Formative			Summative														
Dec	Feb	Apr	June														
																	
<p>Strategy 3: Assist teachers in becoming AP Graders.</p> <p>Strategy's Expected Result/Impact: Teachers become more familiar with the assessments.</p> <p>Staff Responsible for Monitoring: Campus AP Coordinator</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Feb	Apr	June				
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<p>Strategy 4: AP Teachers will provide various review sessions, mock assessments, etc.</p> <p>Strategy's Expected Result/Impact: Increased student performance on AP exams</p> <p>Staff Responsible for Monitoring: AP Coordinator</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Dec</th> <th>Feb</th> <th>Apr</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Dec	Feb	Apr	June				
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







 Discontinue

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

Performance Objective 4: To increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide, communication will occur in a timely manner.

Evaluation Data Sources: COVID positive case notification letters, quarantine notification letters, district dashboard

Summative Evaluation: None

Strategy 1: Include access to the COVID dashboard in weekly parent communication. Strategy's Expected Result/Impact: Parents will have easy access to the COVID numbers. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Send notification of positive tests to all required recipients within 12 hours of receiving information. Strategy's Expected Result/Impact: Timely communication builds trust and keeps all informed. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
Strategy 3: Within twenty-four hours of being notified of a COVID positive case, the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. Strategy's Expected Result/Impact: 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

Evaluation Data Sources: Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly Reports from the custodial app

Summative Evaluation: None

<p>Strategy 1: 1. Each district facility will be disinfected utilizing an electrostatic spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.</p> <p>Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electrostatic spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020, through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Carolyn Ansley	Principal
Classroom Teacher	Estee Diaz	Teacher
Classroom Teacher	Valerie Redding	Teacher
Classroom Teacher	Niki Heimke	Teacher
District-level Professional	Earl Husfeld	AISD Chief Financial Officer
Non-Classroom Staff	Karen Taylor	Library Aide
Parent	Jennifer Kirkpatrick	Parent
Business Representative	Dr. Ali Kovach	Business Representative
Community Representative	John Flores	Community Representative
Business Representative	Janet Coble	Business Representative
Parent	Ashley Everett	Parent
Community Representative	Susan King	Community Representative