Aledo Independent School District

District Improvement Plan

2018-2019

Accountability Rating: A

Mission Statement

The mission of the Aledo Independent School District is to provide all students with an educational program developing intellectually, physically, and socially to be responsible citizens and contributing members of society. Inherent within this mission is the belief that all students can learn and that schools can make a difference in the lives of their students.

Vision

Aledo ISD will work collaboratively with parents and community to prepare our students to be successful leaders and problem solvers in a diverse world.

Motto

A Past to Remember; A Future to Mold

Comprehensive Needs Assessment

Revised/Approved: October 30, 2018

Demographics

Demographics Summary

Aledo ISD is a PPCD - 12th grade school district located in Parker and Tarrant Counties. There are ten campuses in the district consisting of five elementary campuses through grade 5; one intermediate campus, grade 6; one middle school, grades 7th - 8th; one 9th grade campus, one high school, grades 10-12; and one alternative campus.

The district has three Title I campuses: Walsh Elementary, Coder Elementary, and McCall Elementary. Our total student enrollment for the 2017-2018 school year was 5,718. Our projected enrollment for 2018-2019 is 6,098. This shows a growth of 380 students.

The student population for the 2017-2018 school is ethnically represented as follows:

African American – 1.49%; Hispanic – 13.94%; White – 80.2%; Native American – .05%; Asian – .66%; Two or more ethnicities – 3.22%.

For the 2017-2018 school year, 12.03% of the student population is Economically Disadvantaged, 2.68% is Limited English Proficient (LEP), 18.59% is At-Risk, 7.75% is Special Education, and 6.75% is Gifted and Talented. The district served 24 immigrant students during the school year, and we served 20 homeless students, a decrease of 5 students from the previous year. The district also served 7 students in foster care.

The annual dropout rate for 2016-2017 was 4 students.

During the 2017-2018 school year, the district had a total staff of 567 consisting of teachers, professional support, campus administration, and central office administration, compared to 541 in 2016-2017. The turnover rate for staff remained the same at 12% in 2017-2018.

Demographics Strengths

- Community involvement and support
- Parental involvement
- New teacher mentoring program

Needs:

- Continue planning for future district growth with regard to district facilities and staff
- Continue working on competitive salary scale across all positions

Student Achievement

Student Achievement Summary

For the 2017-2018 school year, Aledo ISD, Coder Elementary, Stuard Elementary, McCall Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School received an accountability rating of "Met Standard" from (Texas Education Agency (TEA). Measures of Academic Progress (MAP) Assessments are administered three times a year in Math and Reading to Kindergarten through 9th grade students and 10th grade State of Texas Assessments of Academic Readiness (STAAR) failures. Common Assessments are administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Students are provided with tutorials (before, during and after school, and summer school) through intensive interventions and differentiated instruction; transportation is provided for students attending tutorials and summer school. Additional data sources include the following: Developmental Reading Assessment (DRA) (K-2), Istation, grade reports, teacher input, observations, Response to Intervention (RtI) referrals, on-going skill assessments, Think Through Math (TTM), and Reflex Math.

AISD Ratings

| Entity | 2018 Rating | Overall | Student Achievement | School Progress | | Closing the Gaps |
				Academic Growth	Relative Performance	
Aledo ISD	Met Standard	92	93	82	76	90
Coder	Met Standard	90	89	75	79	92
Stuard	Met Standard	94	92	77	70	100
McCall	Met Standard	87	91	75	70	78
Vandagriff	Met Standard	94	92	85	70	100
Walsh	Met Standard	94	91	83	78	100
McAnally	Met Standard	87	91	63	63	76
AMS	Met Standard	90	92	81	72	84
D9GC	Met Standard	90	91	76	72	86
AHS	Met Standard	90	93	80	73	83

Distinctions

Coder Elementary	Academic Achievement in Science, Top 25% Closing the Gaps
Stuard Elementary	Top 25% Closing the Gaps

Vandagriff Elementary	**Top 25% Closing the Gaps**
Walsh Elementary	**Academic Achievement in Reading / English Language Arts, Top 25% Comparative Academic Growth, Top 25% Closing the Gaps, Post-Secondary Readiness**
Daniel Ninth Grade Campus	**Academic Achievement in Social Studies**
Aledo High School	**Academic Achievement in Math, Academic Achievement in Social Studies**

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

- Class of 2018: 410 Graduates
  - Earned scholarship offers totaling $14,081,897.60
  - 3 National Merit Commended Scholars
  - 29 Advanced Placement Scholars
  - 1 National Merit Semifinalist
- 89% average performance on all End of Course (EOC) subject areas for all students
- 72% mastered the US History EOC
- 59.2% of students earned a score of 3, 4, or 5 on Advanced Placement (AP) exams
- Average American College Testing (ACT) score is 24.3
- Average Scholastic Assessment Test (SAT) scores are 1150
- New courses added in 17-18 - Principles of Floral Design, Video Game Design, and Business Management
- Partnered with Weatherford College to offer: Certified Nursing Aide (CNA), Cosmetology (working toward an Applied Associates of Science Degree), and Fire Science (working towards an Associates of Fire Science)
- Debate Team
  - Placed 1st in District for Lincoln-Douglas Debate and earned the distinction "Top Speaker"
  - 2 Policy Debate Teams competed in the State Tournament
- Health Science
  - 17 students earned CNA with 100% passing rate
  - 20 students earned an Electrocardiogram (EKG) Tech Certification
  - 36 students earned a Health Insurance Portability and Accountability Act (HIPAA) Certification
  - 36 students earned a Bloodborne Pathogens Certification
  - 36 students earned a Cardiopulmonary Resuscitation(CPR) / Basic Life Support (BLS) Certification
  - 35 students earned a Community Emergency Response Team (CERT) Certification
- University Interscholastic League (U.I.L.) One Act Play advanced 2 rounds to District
- Art
  - Veterans Day art show award "Best in Show"

- - Wildlife Art Show award "Best in Show"
    - Visual Art Scholastic Event (VASE) had 3 students advance to State
    - Division 3 - 4 1st, 2nd, and 3rd place winners
    - Division 2 - 3rd place winner
    - Parker County District Attorney Art Show 1st place winner
  - 3 students advanced to State VASE photography
  - 2 students competed at State Health Insurance Portability and Accountability Act (HOSA) competition in Prepared Speaking and Nursing Assisting
  - Future Farmers of America (FFA)
    - $17,000 awarded to senior students from Ag Backers Alumni for college
    - Approximately $30,000 on sale of show animals during the school year
    - Ag Sales, Vet Tech, and Horse Judging Career Development Events (CDE) teams advanced to State in May 2018
  - Won certifications from Modern Robotics and Servo City
  - Academic U.I.L.
    - Academic Team placed 2nd overall in the District
    - AHS students placed 1st at Regionals in the following areas: Literary Criticism, Math, News Writing, Lincoln-Douglass (LD) Debate (Advanced as alternate to State Tournament), Student Congress, Cross-Examination (CX) (Policy) Debate placed 1st and 2nd and both teams advanced to State
    - AHS students placed 3rd at Regionals in Social Studies and Ready Writing

Prior Years Achievements

- AHS had 13 National Merit Scholarship commended students
- Debate placed first in District and Area tournaments in Lincoln-Douglass and Policy Debate
- The certifications can be earned at AHS through Career Technology Education (CTE) courses: CPR(BLS), Occupational Safety and Health Administration (OSHA), HIPAA
- 7 students earned C.N.A Certification Certified Nursing Assistant – 100% passing rate
- U.I.L. One Act Play advanced 2 rounds to Bi-District
- 3 artworks advanced to State Competition Vase
- 3 Students advanced to State VASE in photography
- Health Occupations Students of America (HOSA) 3 students went to State Competition
- Band - Texas Music Educators Association (TMEA) All-State – 3 members
- TMEA All-Region Concert - 50
- TMEA All-Area Concert - 17
- Choir – TMEA All-District Region Mixed Choir -5
- UIL Solo and Ensemble Contest – 23 advance to State
- TMEA All-State Choir – 2

- HOSA Second year of program – 3 students went to State Competition
- FFA – Approximately $100,000 won by students for college
- Future Business Leaders of America (FBLA) – 6 students qualified to attend State Competition
- Academic UIL placed 2nd overall in the district.
- Robotics qualified for Super Regionals in Athens, GA.
- 4 District Championships – Volleyball, Football, Team Tennis, Boys Golf
- Football State Championship
- 61 Athletes named "Academic All-State"
- Class of 2017: 410 Graduates
  - Over $20.3 million in scholarship offers
  - 2 National Merit Scholars
  - 12 National Merit Commended Scholars

Student Achievement Strengths

Strengths

- District and all campuses Met Standard on STAAR
- WATCH D.O.G.S. (Dads of Great Students) increases parental involvement and awareness
- Student Leadership opportunities
- AISD 100% fully certified staff
- 6 of 9 campuses achieved one or more STAAR Distinctions
- All campuses have RtI process in place to monitor students and develop interventions as needed

Needs

- Continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and English Language Learners (ELL) in all core areas
- Continue to provide professional development opportunities aimed at increasing student achievement
- Critical Writing across content area training
- Each student will make one-year growth in Reading and Math
- K-2 Balanced Literacy Training for Staff
- Each campus Administrator will complete 10 Impact Walks weekly
- Increased opportunities for students to earn college credits and certifications
- 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: Needs continue to close the achievement gap for Hispanic, Economically Disadvantaged, Special Ed., and ESL in all core areas; Continue to provide professional development opportunities aimed at increasing student achievement Critical Writing across content area training; Each student will make one-year growth in Reading and Math K-2 Balanced Literacy Training for staff on each campus.

District Culture and Climate

District Culture and Climate Summary

Parent and teacher surveys are conducted in late spring annually; the feedback is reviewed and disseminated to each campus principal. The District averages for the parent survey responses are posted on the district website. The climate survey provides areas of strengths and needs that are addressed in each campus comprehensive needs assessment.

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

Student safety remains of paramount importance to the Aledo ISD and has been demonstrated by:

1. Investment in police officers at every campus.
2. Controlled entries established at each campus.
3. Every campus completed the following drills in 2017-2018
   1. Evacuation (fire) Drill once per month (Sept. – May)
   2. Lockdown Drill once per semester
   3. Severe Weather Drill once per semester
   4. Shelter in Place once per semester
   5. Tabletop Drill which is scenario discussions by all staff once per year
4. Funding was raised for safety by the Aledo Education Foundation.

Elementary campuses emphasize character development through various programs including Capturing Kids Hearts, Character Plus, and classroom lessons provided by the counselor. Vandagriff Elementary was recognized as a National Showcase School for Capturing Kids' Hearts. All campuses have Student Councils which foster leadership development for members. McAnally Intermediate and Aledo Middle School also have BIGG clubs-Big Ideas for the Greater Good-which encourage students to engage in action steps to positively impact the community at large. Aledo Middle School began a "Difference Maker" program recognizing students who make a positive impact on campus. At the Ninth Grade Campus, the program, Rachel's Challenge, has been implemented in an effort to maintain a safe learning environment for students. The Ninth Grade Campus and Aledo High School have Leading Ladies which is a program that encourages young women in leadership roles. Also at the Ninth Grade Campus, the Top Cat Award is awarded to students who exemplify positive character traits. Aledo High School has a Teen Leadership course and a core group of teachers has received training in Capturing Kids' Hearts. In addition, Aledo High School has a Peer Assistance Program where high school students work with elementary students and with special education students at the high school.

All elementary schools, McAnally, the Middle School, and the Ninth Grade Campus utilize WATCH D.O.G.S. (Dads of Great Students) which involves fathers and father figures to help create a safe and secure learning environment. Dads assist in a variety of ways: serving as lunchroom monitors, getting

students into the building at the start of the school day, monitoring hallways, assisting with small group needs, and helping load buses after school.

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

- Digital Citizenship Activities (District-wide)
- Red Ribbon Week Activities (District-wide)
- National Night Out (District-wide)
- Prescription Drug Awareness Program (Bring in prescription drugs that have expired.)
- Drug and Alcohol Program (Middle School and High School)
- Suicide Prevention
- P.S. It's My Body/Always Changing
- Shattered Dreams Program
- Texas School Drug Survey
- CATCH (Coordinated Approach to Child Health) Curriculum
- Project Celebration (Senior Class)

Community outreach activities include:

- Daddy Daughter Dance
- Donuts with Dad (Kindergarten)
- Muffins with Mom (Kindergarten)
- BooHoo Yahoo Breakfast (Kindergarten)
- Movies with Mom
- Musical performances
- Grandparent's Day
- Theatrical performances
- Book Fair
- Student artwork/schoolwork displayed in various buildings throughout the district
- Counselor Coffee Talks
- Parenting University
- Connections Mentorship Program
- Herdwise (program with horses for kids with special needs or loss offered by the counselor)
- Evening with the Arts (district-wide)
- STEAM (Science, Technology, Engineering, Arts and Mathematics) Carnival
- Cowtown- Runner's Club
- PTO (Parent Teacher Organization) Food Drive
- College Fairs and community guest speakers

- Bearcat Nation 101
- Special Needs Expo for transition services for special education students

District Culture and Climate Strengths

Strengths:

- Safe and secure learning environment
- Student Council Leadership Programs across the district
- Community, parents, and staff have high expectations for student achievement in all areas
- Programs related to internet safety and bullying
- High level of parent and community involvement
- High teacher response rate to Teacher Climate Survey; response rate in 2017-2018 was 90%
- High level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Aledo PTO
- Advocats support of Aledo ISD students and families

Needs:

- Parent response rate on the Parent Climate survey in 2017-2018 declined to 30%
- Encourage greater parent participation in the use of district-provided online resources (parent portal, teacher website, online textbooks)
- Continue to implement greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students (e.g. Hazardous Materials spill, active shooter)
- Programs to increase the involvement of senior citizens
- Title 4 funding, $20,000, will be allocated for staff members to receive training in Capturing Kids' Hearts
- Initiate new safety response protocol
- The sentinel product that checks social media

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo ISD staff is 100% fully certified. Of the teaching staff, 76% holds a Bachelor's Degree, 23.1% holds a Master's Degree, and 0.6% have attained a Doctorate based on the 2017-2018 TSDS PEIMS Staff FTE Summary.

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

Beginning – 2.9%

1 to 5 years – 19.7%

6 to 10 years – 22.6%

11 to 20 years – 34.1%

Over 20 years – 20.8%

The average years of teaching experience for Aledo ISD teachers was 13.1 years. Aledo ISD teachers have worked within the district for an average of 7.2 years. The professional and paraprofessional staff turnover rate for Aledo ISD for 2017-2018 was 12% with 29 staff members retiring or resigning. The turnover rate for teachers in the 2017-2018 school year was 12%. The turnover rate for our child nutrition staff was 54%.

District hiring procedures include: posting of positions on the district website, Region XI consortium, K-12 Job Spot, and Indeed.com; an online application process including a profile survey, review of certification and Highly Qualified credentials; and campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the superintendent for approval. All campus and central office administration have received formal training in conducting interviews. Administrative positions follow the same procedures with the addition of a central office interview process.

New employees are involved in an induction program consisting of New Teacher Orientation, Texas Teacher Evaluation System (T-TESS), Texas Behavior Support Initiative (TBSI), technology, and Gifted and Talented. Based on the new employee's assignment, staff members are required to receive training in Crisis Prevention Intervention (CPI), Balanced Literacy, AP Institute Training, Texas Adolescent Literacy Academy, CPR, Technology Integration Training, ESL/TELPAS certification, and Aledo ISD New Teacher Mentor Program.

Staff members are recognized annually for years of service (increments of five years) to the district at an appreciation banquet. In addition, staff members from each campus are nominated by their peers and selected to participate in an award ceremony. The winners are chosen by outside committees to receive a monetary award through the Marva Collins Excellence in Teaching Program; this program is funded by various business partners. Each year an Aledo ISD teacher is selected as a Jack Harvey Fellowship Award recipient in association with Weatherford College.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff and paraprofessionals - 100% highly qualified for the 15th consecutive year
- 239 teachers (which is 68%) have acquired ESL certification
- 22.6% of the teachers have 6 – 10 years of experience
- 34.1% of the teachers have 11 – 20 years of experience
- 20.8% of the teachers have 20 years or more experience

Needs:

- Increase in diversity of staff
- Continue to provide a variety of staff development opportunities based on identified campus instructional needs
- Evaluate and assess additional recruitment options for our campus-based positions, especially those that are hard to fill
- Continue current course of improving compensation based on market rate averages to offer a more competitive pay scale
- Title 2 funding, approximately $80,000, will be utilized for professional learning opportunities as needs are identified by campus and district administration
- An on-going, district-wide staff recognition program

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2017-2018 school year, the following areas were identified as our district focus areas for the 2018-2019 school year:

- Ensuring academic progress/growth for all students
- Increasing proficiency in critical writing across all content areas

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that targets three areas including:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps) and Fundamental Five
- Authentic Literacy – Balanced Literacy (K-2), Write From the Beginning and Beyond

A district-wide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned with our district instructional focus areas.

Curriculum, Instruction, and Assessment Strengths

Curriculum & Instruction Strengths

- For the 2017-2018, Aledo ISD earned an overall score of 92% and an "A" rating on STAAR accountability.
- Overall student achievement on STAAR was 93%
- College, Career, and Military Readiness was 92%
- Six campuses earned one or more distinction designations.
- The number of Career Technology Education course offerings and pathways has continued to increase
- Content Instructional Specialists and Technology Specialists partner with teachers to improve the quality of instruction through assisting with instructional design, co-teaching and/or modeling lessons, and providing resources and Just in Time Trainings that are responsive to teacher needs.
- Core Content Vertical Meetings occur each six weeks to ensure instructional alignment and standards-driven instruction across grade levels.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides the district with overall areas of reinforcement and refinement.

Curriculum & Instruction Needs:

- Continue to monitor academic progress for each student to ensure that all students are growing academically
- Continue to increase proficiency in writing across all grade levels and all content areas
- Continue to strengthen the instructional design and standards-driven instruction
- Continue to revise curriculum documents and continue to build the capacity of district curriculum writing teams
- Continue to strengthen the backward design process to ensure that classroom instruction is aligned to the rigor of district assessments
- Continue to build leadership capacity in the Professional Learning Community (PLC) process
- Continue to refine our district RTI process
- Continue to increase rigor and relevance in all classrooms
- Continue to increase the use of technology as an instructional tool
- Continue to differentiate instruction for all learners

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community involvement is a vital factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Community Partners, "Connection" Mentoring Program, East Parker County Chamber of Commerce, Parent Connection/Volunteer Program, National Night Out, Runners' Club, Cowtown Marathon, Grandparents' Day, Watch D.O.G.S., Comfort Dogs, Kindergarten Roundup, Curriculum Nights/Open House, Parent Teacher Organization (PTO), Beach Club, Veteran's Day Program, AHS Career Fair, AHS College Fair, AMS College & Career Fair, Jumping Jamboree, Junior Achievement, Reading Day, Thanksgiving Trot, TOTS program, Heritage Day, Herdwise, Aledo Educational Foundation, field trips, individual Aledo Athletic Booster Clubs, Aledo Band Booster Club, District Wide Effectiveness Improvement Committee (DWEIC), Parenting University, Coffee with the Counselors & Principals, and the Lions Club. Bearcat Nation 101 is offered each August to welcome families to Aledo ISD and make available the many community resources for families.

A variety of opportunities exists for parent/community involvement in decision making through the District Wide Effectiveness Improvement Committee (DWEIC), Campus Performance Improvement Committee (CPIC), Campus Leadership Teams, Student Health Advisory Committee (SHAC), and the Citizens Bond Committee regarding facilities needs.

The Aledo Education Foundation awarded approximately $221,585.52 in grants to district teachers representing nine campuses. These grants ranged from the incubators, a rock climbing wall, robotics, and STEAM materials. In addition to the teacher written grants awarded, the Aledo Education Foundation provided over $38,150.10 in disbursements to AISD for additional non-curricular programs. AEF is led by a large board of community members, parents, business leaders, who devote time, resources and energy to support teachers and the district. A close working relationship between the district and AEF benefits the students and staff of Aledo ISD.

Aledo ISD uses multiple formats to communicate district and campus information to parents: campus community night meetings, corresponding notes home via: students, mail, Parent Link (communication alerts through phone), postings on campus marquees, email, district website, campus newsletters, Parent Portal (grades and attendance), Remind, Aledo ISD App, district and campus level social media accounts, and our local newspaper, The Community News.

An annual campus and district survey is distributed to all parents; the feedback is reviewed and disseminated to campus principals for consideration in campus improvement plans. Of the 5,645 invitations delivered, the district received 1,703 responses, representing a 30% response rate. Child Safety, Understanding Student Expectations, and Student Daily Attendance all received ratings of 91% and above.

The district benefits from a close working relationship with community organizations such as Community Partners, AdvoCats, and the Center of Hope. Service projects, such as food and clothing drives, are conducted throughout the year at campuses to support these organizations as they actively serve the needs of families in our community. Another project includes classes in English for non-English speaking parents. Local churches have implemented the Snack Pack Program for students in Kindergarten through Grade 6 and provided mentorship opportunities. Multiple campuses have special projects that support the community through various fundraising events selected by their leadership.

Aledo ISD utilizes several dropout prevention strategies including; Circle of Friends, Garden Club, Horse Therapy (Herdwise), Guidance Lessons and Camp Hope. In addition, the district partners with the AdvoCats, Lions Club, Center of Hope, and local churches to further support at-risk students.

The following is a partial listing of the many community/service organizations that use district facilities: AAI Baseball & Softball, Aledo Runners Club, Back the Bearcats, Bearcat Bouncer Camp, Girl Scouts and Cub Scouts, Claymation Camp, Daddy-Daughter Dances, Mother-Son movie night, Robotics Camp, Ex-Students Association Banquet, Aledo Lions Club Youth Football & Basketball, Lions Club Charity Dinner, Aledo Youth Football and Cheer Association, Westside YMCA, Campfire USA, City of Annetta City Council, TAV Club Volleyball, Ride for Heroes, Aledo Advocats/Run-Walk-Crawl, TCA Football, Town Hall Meeting, Texas Girls' Choir, and Bearcat Bootcamp.

Parent and Community Engagement Strengths

- Close ties with very supportive organizations that exist to support. exclusively, Aledo ISD students and staff in ASF and Advocats
- Parents actively involved in their child's education
- Parent participation in specialized committees
- Community business partners actively support the mission of the district
- Aledo ISD employees volunteer regularly with summer enrichment programs throughout the community
- Extra-curricular programs in which parents and employees work together to enhance student involvement

Needs:

- Improve parental involvement for our ELL population (a campus translator) and Economically Disadvantaged student groups
- Continue to solicit parent input and feedback on committees and surveys
- Begin outreach activities for the senior citizens in our community
- Local Government Coalition (LGC) partnerships and engagement with local government leaders to increase communication and build stronger relationships to plan together for the benefit of our community

District Context and Organization

District Context and Organization Summary

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula, and Preschool. Aledo ISD received the state's highest financial integrity rating for the 15th consecutive year.

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th grade. AISD staff includes 58% teachers, 11.6% professional support, 7.5% educational aides, 3.7% campus administration, 1.8% central administrative staff, and 17.5% auxiliary staff.

Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus level. For the 2017-2018 school year, 132 new staff members were added to the Aledo ISD family.

Student-to-teacher ratio in Aledo ISD during the 2017-2018 school year was 17.4 students per teacher for all campuses.

The District Wide Effectiveness Improvement Committee (DWEIC) and the Campus Improvement Committees (CIC) meet during the year to review for planning and decision making; these committees are comprised of staff, parents, business representatives, and community members.

Annual teacher and parent climate surveys are conducted to identify district and campus strengths and needs for improvement. In addition, personnel resigning from their position participate in an exit survey. In 2017-2018, the teacher climate survey revealed that Aledo ISD teachers identified their concern of campus administration addressing student misbehavior, and a lack of sense of unity on campuses as the biggest areas of concern across the district. 54% of staff indicated significant concern regarding custodial services on the staff survey. Teachers also identified the monitoring and assessment of student performance, communication with parents, and professional and courteous campus administration as the district's greatest strengths.

District and campus information is disseminated through multiple sources such as the AISD website, Parent Link, the Aledo ISD principals send campus communications and script to the Director of Communications, who sends messages directly to parents regarding District-wide important teaching and learning, emergencies information through a smartphone application, and social media. The online Parent Portal system is available for parents to review grades, assignments, and attendance. Some teachers use messaging applications to communicate directly with students and parents at home. There has been an increase in the use of Google Classroom as an educational platform across the district.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2017-2018 school year, 96 students participated in the program. Feedback forms from all participants indicate program success for individual students with this program.

The district maintains a Community Partners program, with approximately 35 members, establishing relationships between local businesses, the school district, and the campuses. The program enhances communication and cooperation with a common goal for student success. Area business leaders and universities participated in College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participated in a Career Fair and College Fair at Aledo High School and at Aledo Middle School.

District Context and Organization Strengths

Strengths

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- FIRST Superior financial rating for 15 consecutive years
- Aledo ISD Induction Year Teacher Support Program
- Aledo Learning Center serves students who are at risk of dropping out - 36 students graduated from ALC in 2017-2018
- Aledo ISD earned an "A" rating from Texas Education Agency in 2017-2018

Needs

- Continue efforts to maintain preferred class sizes across all grade levels and content areas given the district's fast growth
- Increase parent participation in the climate survey
- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning
- Explore opportunities for staff members to influence change across the district

Technology

Technology Summary

The Technology Department provides sound and well-maintained operational support systems in order to support the academic development of all children. Our continual goal is to increase and upgrade the district's technology infrastructure and equipment to increase student achievement for each campus and department.

During the 2017-2018 school year, we continued the implementation of Google Apps for Education (GAFE) district wide. GAFE is a free suite of secure tools that include unlimited cloud-based storage, email, and unified messaging to students from home. It also has built in-web applications that offers word processing, presentations, and spreadsheets. We are also heavily invested in Google Classroom which is a free web service developed by Google for schools that aim to simplify creating, distributing and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students.

The Technology Department also introduced a cloud-based application called ClassLink. ClassLink provides single sign-on into web and Windows applications, and instant access to files at school and in the cloud.

Technology Strengths

- New wireless access points district-wide provide excellent coverage for portable devices.
- Upgraded internet connection from 1Gbps to 10Gbps to stay ahead of increasing bandwidth requirements.
- 70-inch interactive Promethean boards in every classroom.
- At least five iPads (K-2nd) or Dell Chromebooks (3rd-12th) in every classroom.

Needs:

- Continue to develop our students' digital citizenship skills.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District 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
- Annual Measurable Achievement Objectives (AMAO) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8

- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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 the 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 the 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 the 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.				

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 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.	2.4, 2.5	Campus Administration District Administration	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.			

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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 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 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 supervising: Special Education CTE ESL Instructional Rounds Team	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, district-wide, 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 supervising: Special Education CTE ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence, district-wide, 80% of the time, by June 2019.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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 conducted in the fall and spring.

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 daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7 2) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.				

Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will implement Critical Writing in daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize Critical Writing daily with fidelity, by June 2019.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement Balanced Literacy components in grades K through 2 into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 1: Campus administration will progress monitor evidence of Balanced Literacy implementation. Balanced Literacy consultant will monitor evidence of Balanced Literacy implementation through classroom observations and will provide individual descriptive feedback to staff.

Summative Evaluation 1:
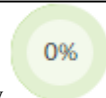
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) K-2 teachers will ensure that students are productively progressing through individual reading goals. Teachers will provide small group, guided reading instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education ESL Instructional Rounds Team Balanced Literacy Consultant	100% of K-2 teachers will consistently implement guided reading, in order to advance each student's ability to process increasingly challenging books with fluency and comprehension.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 3: Authentic Literacy

Performance Objective 2: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 2: Progress monitor evidence of WFBB expository basic structure in grades K-10 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 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 7 1) K-10 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.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of K-10 ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 4: 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: The Human Resources Department will redesign the evaluation tool for district paraprofessionals to ensure a uniform tool increasing efficiency and quality of evaluations.

Evaluation Data Source(s) 1: A uniform paraprofessional evaluation will be developed and launched in August 2019.

Summative Evaluation 1:
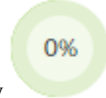
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 7 1) Form a review committee of stakeholders to review and assess multiple paraprofessional evaluation tools. Committee will then determine the final paraprofessional evaluation tool.		Committee members HR Director Deputy Superintendent	A uniform paraprofessional evaluation tool will be developed and implemented by August 2019.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: 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 develop and implement a process that will support positive character traits and behavior in our athletes by addressing any behavior issues in their classrooms.

Evaluation Data Source(s) 2: 90% of AISD Athletes will receive "Satisfactory" or higher citizenship grades on six weeks report cards.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 4 CSF 6 1) Each Head Coach will require all athletes that earn less than a Satisfactory conduct grade to construct a behavioral reflection utilizing a thinking map with frame of reference. Students will then transfer information to a short constructive response outlining a plan of action on how the student may improve his/her behavior.	2.5, 2.6	Head Coaches Athletic Director	Aledo Athletes will demonstrate excellent behavior and leadership daily in all classes. Students that earn less than a Satisfactory conduct grade on a six weeks report card will implement a written assignment each time to address how to improve classroom behavior.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 4: 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: All Aledo ISD district and campus Emergency Operations Plans (EOP) will reflect the Standard Response Protocol (SRP) as outlined by the "I Love U Guys Foundation" and all campuses will conduct drills as outlined in the Standard Response Protocol.

    Evaluation Data Source(s) 3: District and campus Emergency Operation Plans will contain the Standard Response Protocol by January 2019. Drills will be conducted utilizing the Standard Response Protocol by May 31, 2019, as reported by campus administration.

    Summative Evaluation 3:
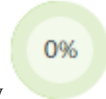
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			Summative
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Campus staff will update the campus EOP utilizing the SRP protocols. 2) All drills conducted in the spring will utlize the SRP protocols.	2.6	All Campus Staff Campus Administrators Director of Student Services & Safety AISD Police	Aledo ISD EOPs will utilize the SRP protocol by January 2019. Aledo ISD drills will utilize SRP protocols by May 2019.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 4: 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: The Communications Department will offer an internship program to high school students in grades 9 through 12 in the 2019-2020 school year.

> **Evaluation Data Source(s) 4:** A Communications internship will be offered in the spring of 2019 to AHS and D9GC students for the 2019-2020 school year.

> **Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 4 1) Communications Department will build an internship program framework and then market the program in the spring of 2019.	2.5	Secondary Principals Director of Communications Superintendent	Program framework and web page detailing the purpose, guidelines, expectations, and program goals will be completed by April 2019. Communication will then follow to students from April through August 2019. Students will be committed to program in August 2019.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: 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: The Technology Department will receive 100% positive feedback on closed help desk ticket surveys.

Evaluation Data Source(s) 5: 100% of closed help desk tickets with survey results will receive a positive evaluation by those served by June 2019.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 4 CSF 6 1) Each technology help desk ticket requester will receive a short customer satisfaction survey after each ticket is closed.		Technology Help Desk Staff Director of Technology Chief Financial Officer	Completed technology help desk tickets will be addressed in a timely and effective manner 100% of the time by June 2019.				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 4: 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 6: The Maintenance Department will develop a preventive maintenance plan with annual timelines for district equipment and facilities.

Evaluation Data Source(s) 6: District preventative maintenance schedule will be established and implemented by February 2019, with accompanying building walkthrough inspection calendar.
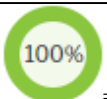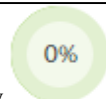
Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 4 CSF 6 1) A preventative maintenance schedule will be developed and implemented for district equipment and facilities. 2) A building walk-thru inspection calendar will be developed and implemented.	2.5	Director of Maintenance Director of Construction and Facilities Chief Financial Officer	A preventative maintenance schedule for district facilities and equipment will be developed and implemented by February 2019. A building walk-through inspection calendar will be developed by February 2019.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: 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 7: There will be increased, sustained, positive police interaction with students at each campus.

Evaluation Data Source(s) 7: Google survey form data will be collected to monitor ongoing efforts and an increase in the number, quality, and intensity of interactions will occur throughout the school year through June 2019.
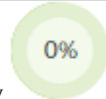
Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) AISD police officers are expected to have positive interactions with students on a daily basis including but not limited to; brief discussions, polite greetings and gestures, and the use of student name when possible. 2. Each officer will briefly describe their interactions/activities on a Google survey form each Monday for the previous week. The Chief of Police will conference with individual officers on a weekly basis.	2.6	Police Officers Police Chief Deputy Superintendent	Positive interaction between law enforcement and students will aid in life-long trust and respect for law enforcement. School district police officers will increase positive interactions with students and document interactions on a Google form that will be reviewed weekly with the Chief of Police through June 2019.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 4: 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 8: The Child Nutrition Department will increase participation in school meals across the District through nutritional and other cafeteria promotions.

Evaluation Data Source(s) 8: The Child Nutrition Department will demonstrate increased participation in school meals and meal equivalents by 5% from the beginning of the 2018-2019 school year to the end of the 2018-2019 school year.

Summative Evaluation 8:

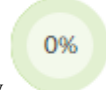| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 1) The Child Nutrition Department will conduct promotions for healthy eating and increase the participation percentage in school meals.		Child Nutrition Staff Child Nutrition Director Chief Financial Officer	The Child Nutrition Department will increase the participation percentage in school meals and meal equivalents by 5% from the beginning of the 2018-2019 school year to the end of the 2018-2019 school year.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: 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 9: The Transportation Department will streamline and enhance communication methods with parents.

Evaluation Data Source(s) 9: The revised systems, processes, and methods used to communicate with parents will be operational by January 2019. Any needed changes to transportation software systems will be completed by June 2019.

Summative Evaluation 9:
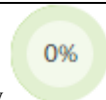
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 6 1) Ensure currently utilized software systems (Versatrans, Blackboard, etc.) facilitate automated communication processes and methods with parents in a timely and efficient manner by January 2019. 2) Evaluate and compare current software systems with new transportation software systems (registration & GPS) in order to enhance communication methods with parents by June 2019 for the 2019-2020 school year.		Director of Transportation Assistant Director of Transportation Director of Technology Director of Communications Chief Financial Officer	Improved means by which the Transportation Department communicates with parents and parents communicate with the Transportation Department will be revised and communicated to parents by January 2019. Any changes to current transportation software systems will be finalized by June 2019 for the 2019-2020 school year.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 4: 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 10: The Business Office will expand the utilization of online features of the TxEIS system, such as requisition processing and the receipt of goods and services.

Evaluation Data Source(s) 10: Staff will be trained and utilize the expanded online features of requisition processing and the receipt of goods and services in the TxEIS system by March 2019.

Summative Evaluation 10:

				Reviews			
Strategy Description	**ELEMENTS**	**Monitor**	**Strategy's Expected Result/Impact**	**Formative**			**Summative**
				Dec	Feb	Apr	June
1) Staff will be trained and will implement expanded features of the TxEIS system for requisition processing and receipt of goods and services.		Finance Department Accountant Business Manager Chief Financial Officer	District staff will receive training and will implement expanded features of the TxEIS system for requisition processing and receipt of goods and services by March 2019.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

District Wide Effectiveness Improvement Committee 2018-2019

Committee Role	Name	Position
Classroom Teacher	Kris Grgurich	AHS Teacher
Classroom Teacher	Gena Berry	AHS Teacher
Classroom Teacher	Jamie Rinehart	AHS Teacher
Classroom Teacher	Gayla Fernandez	ALC Teacher
Classroom Teacher	Rachael Black	D9GC Teacher
Classroom Teacher	Kim Cox	D9GC Teacher
Classroom Teacher	Alicia Albin	AMS Teacher
Classroom Teacher	Paula Boldt	AMS Teacher
Classroom Teacher	Leslie Leech	McAnally Teacher
Classroom Teacher	Rebecca Buchanan	McAnally Teacher
Classroom Teacher	Mandy Lindsay	Vandagriff Teacher
Classroom Teacher	Stephanie Smith	Vandagriff Teacher
Classroom Teacher	Ashley Davis	Coder Teacher
Classroom Teacher	Ashleigh Estes	Coder Teacher
Classroom Teacher	Rebekah Getz	Stuard Teacher
Classroom Teacher	Maggie Lozano	Stuard Teacher
Classroom Teacher	Samantha Buckles	McCall Teacher
Classroom Teacher	Carolf Rodgers	McCall Teacher
Classroom Teacher	Heather Holt	Walsh Teacher
Classroom Teacher	Melanie Atkins	Walsh Teacher
Non-classroom Professional	Ron Shelton	Stuard Principal
Non-classroom Professional	Mandy Musselwhite	AMS Principal
Parent	Cindy Fergus	Parent
Parent	Chrystal Bissett	Parent
Parent	Jennifer Taylor	Parent

Business Representative	Janet Coble	Business Representative
Business Representative	Randy Keck	Business Representative
Community Representative	Mindy Flowers	Community Representative
Community Representative	Shawn Callaway	Community Representative
District-level Professional	Lynn McKinney	Deputy Superintendent

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • Prevention, identification, response to and reporting of bullying or-bully-like behavior	TEC 11.252(a)(3)(E)	Deputy Superintendent Executive Director of Accountability and Federal Programs Director of Student Services and Safety Campus Administrators Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. **Coordinated Health Program** • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Accountability and Federal Programs Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Other indicators			
3. **DAEP Requirements** • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates • Recidivism rates	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. **District's Decision-Making and Planning Policies** • Evaluation – every two years	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. **Dropout Prevention**	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. **Dyslexia Treatment Programs** • Treatment and accelerated reading program	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. **Migrant Plan (Title I, Part C)** • An identification and recruitment plan • New Generation System (NGS) • Early Childhood Education • Parental Involvement • Graduation Enhancement	P.L. 107-110, Section 1415(b)	Executive Director of Accountability and Federal Programs	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
• Secondary Credit Exchange and Accrual • Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data			
8. Pregnancy Related Services • District-wide procedures for campuses, as applicable		Executive Director of Accountability and Federal Programs Director of Student Services and Safety	Individualized student plans

9. Post-Secondary Preparedness/Higher Ed Information/Career Education
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
    o Higher education admissions and financial aid, including sources of information
    o TEXAS grant program
    o Teach for Texas grant programs
    o The need to make informed curriculum choices for beyond high school
    o Sources of information on higher education admissions and financial aid
• Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
	TEC 11.252(4)
	
	TEC 11.252(3)(G)
		Assistant Superintendent of Curriculum & Instruction
		
		Director of Student Services and Safety
		
		CTE Director
		
		Secondary Principals
		
		Counselors
			Course Handbook/Selection Materials
			
			Web based resources

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers	ESSA	Deputy Superintendent Assistant Superintendent of Curriculum and Instruction HR Director	PR 1500
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent Executive Director of Accountability and Federal Programs Director of Student Services and Safety	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Executive Director of Accountability and Federal Programs Director of Student Services and Safety	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
o Suicide prevention and suicide prevention parent/ guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel.		Campus Administrators Counselors	

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
    o Suicide prevention including parent/guardian notification procedure
    o Conflict resolution programs
    o Violence prevention and intervention programs
    o Unwanted physical or verbal aggression
    o Sexual harassment
    o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Deputy Superintendent
		
		Executive Director of Accountability and Federal Programs
		
		Director of Student Services and Safety
		
		Campus Administrators
		
		Counselors
			Board Policies: FFB, FOC, FOCA, DMA and FFE

14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Assistant Superintendent of Curriculum & Instruction Director of Special Programs	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Assistant Superintendent of	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Curriculum and Instruction Chief Financial Officer IT Director Instructional Technology Specialist	