Aledo High School
Daniel Ninth Grade Campus

Comprehensive Needs Assessment & Campus Strategic Plan
2015-2016

The start of something great.

Our Mission

The Daniel Ninth Grade Family will foster a smooth transition to Aledo High School by providing students with the academic foundation necessary to empower innovation, collaboration and problem-solving.

Our Vision

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

Our Motto:

The start of something great!

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

Aledo High School

Daniel Ninth Grade Campus

Comprehensive Needs Assessment
2015-2016

Demographics Narrative

Don R. Daniel Ninth Grade Campus is the only campus serving ninth grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 433 students with 48% female and 52% male. The ethnic breakdown is as follows: African American 2.3%; Caucasian 85%; Hispanic 10.4%; Other 3.5%. Nine percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 5.8%, and we currently have four students receiving ESL services. The campus has 30 instructional professional staff members.

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

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

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

Aledo High School
Daniel Ninth Grade Campus

Comprehensive Needs Assessment
2015-2016

School Context and Organization

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

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents and community members to make operational and organizational decisions. We also have a Leadership Council that evaluates our 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. They are given a voice as they play a vital role in curriculum writing, and program selection and implementation.

Strengths:
- Active parent and community involvement
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Academic departments (with common planning periods) create an atmosphere of cooperation and collegiality among teachers who teach the same content
- Faculty and staff maintain high standards for behavior and academic achievement
- Innovative, collaborative school environment: STEAM Studio, iCreate Studio, Collaborative Workstations

Needs:
- Additional staff to provide smaller class sizes
- Additional staff to be able to offer PAP Computer Science
- Integration of all new instructional technology (with specific training per content area)

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Aledo High School

Daniel Ninth Grade Campus

Comprehensive Needs Assessment
2015-2016

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Student Achievement

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. The campus received the maximum "Met Standard" accountability rating from the state for our 2014-2015 STAAR End-of-Course Exams. The Campus earned Academic Distinctions in the following areas: Academic Achievement in Mathematics, Academic Achievement in Reading/ELA, Top 25% Student Progress, and Postsecondary Readiness. Faculty, staff, parents and students value and maintain high standards for achievement. Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied on-going assessments, and differentiated instruction. The Response to Intervention team identifies struggling students and develops intervention plans for them to address their individual needs. Teachers work to build relationships with their students so they know their strengths and needs.

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

Strengths:
- Over-all student progress in all areas – Above 90% Passing rate on all EOC exams
- Percentage of student participating in PSAT testing in preparation for future assessments
- Parent involvement and support of student achievement
- Highly Qualified staff that is implementing Marzano's High Yield Instructional Strategies, Thinking Maps & *The Fundamental 5* strategies
- RtI Team that meets regularly to create, monitor and update student intervention plans
- Student intervention opportunities include STAAR Prep Course, small group tutorials, pull-out workshops, Credit Recovery and Credit Recovery As We Go, Content Mastery support, enrichment workshops, and I-55 tutorials
- Implementation of Curriculum Based Assessments as Benchmarks for EOC Exams

Needs:
- Continue training to assist teachers in raising the level of rigor for instruction and assessment
- Revise our Accelerated Instruction for students who are at risk of failing the STAAR EOC exams in light of increased passing standard in 2015-2016
- Develop remediation specifically to address the achievement gap and ESL students
- Increase the attendance rate
- Increase PAP & AP course offerings (including AP Human Geography & PAP Computer Science)

Comprehensive Needs Assessment
2015-2016

Curriculum and Instruction

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

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

Strengths:
- Access to various innovative, interactive technology resources to enhance instruction and student engagement
- Bring Your Own Device (BYOD) implemented across the campus to increase relevance
- Meeting departmentally (Professional Learning Communities) to collaborate and share effective instructional strategies weekly
- Vertical and horizontal curriculum alignment to make learning seamless, relevant and rigorous
- Campus Learning Opportunities to address Instructional Strategies (Thinking Maps, Fundamental 5, Technology Integration)
- Innovative Resources – STEAM Studio, iCreate Studio, Collaborative Workspaces, I-55 schedule

Needs:
- Elective and core content teachers continue to collaborate for cross-curricular instruction
- On-going, research-based professional development focused on varying instructional strategies, student engagement, and rigor
- Better utilize Curriculum Based Assessment data to address individual student needs and make necessary changes to curriculum and instruction
- Use of Heat Maps to better evaluate test data to drive remediation efforts
- Increased teacher integration of innovative instructional resources – continued training in PBL, etc.

Comprehensive Needs Assessment
2015-2016

School Culture and Climate

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

The Capturing Kids' Hearts Process is being implemented across the campus. The process enables the faculty to build relationships with each other and students, to create highly productive teams, and to develop students into self-managing individuals. The Rachel's Challenge Program has been adopted and helps us maintain a positive, kind, accepting, compassionate school culture and climate. The Wellness Project provides academic seminars, wellness discussions, small group counseling, and a character education program. Additionally, all students participated a student seminar regarding Academic Integrity at the start of the school year called "Above the Line" where they are challenged to commit to this honor code.

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

Strengths:
- Comprehensive Wellness Project that focuses on the whole student: academic, social and emotional, and health and wellness
- Most of the professional staff have been trained in Capturing Kids' Hearts and are implementing the process (social contracts, etc.)
- Parents are present, volunteering, and involved at a high level
- All staff work together to create a safe learning environment for students
- Rachel's Challenge Program helps maintain a positive school climate and culture
- Organizations such as Leading Ladies, Student Council, Friends of Rachel, etc. facilitate projects and programs that promote a positive school culture and climate
- Faculty & Student Recognition programs such as TopCats, Student Awards Program, Who's in the News, etc.

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

Daniel Ninth Grade Campus

Comprehensive Needs Assessment
2015-2016

Technology

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 Smart Board, document camera, "Thin Client" student computers, and teachers have access to Smart Student Response Systems, iPads, mirroring software, and a classroom set of iPod Touches. They are also integrating BYOD learning activities into instruction. Software programs such as Odysseyware, Eduphoria, Study Island, Rosetta Stone, planbook.com, Web 2.0 Tools, and SMART Notebook are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the School Fusion campus site and all received new laptop computers last year.

The campus also has six student computer labs, three science labs, a lecture hall with SmartBoard, Distance Learning Equipment, and a library outfitted with a computer lab and Smart Board. We also opened the STEAM Studio and iCreate Studio this year giving students access to high tech, innovative technology tools. All campus computers are on a virtual network. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building.

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

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

Needs:
- Continuous technology professional development as new resources become available
- Better address Digital Citizenship with students through advisory activities, videos, coffee talks, etc.
- Improve WiFi Access throughout the building

Daniel Ninth Grade Campus

Comprehensive Needs Assessment
2015-2016

Family and Community Involvement

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement.   The school encourages participation by providing various opportunities for involvement such as office volunteering, Watch DOGS, parent/student orientation, booster clubs, PTO, AdvoCats, community partnerships, Connections mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, Family Connection, campus Facebook, Instagram, Twitter and YouTube are ways the campus is trying to increase communication and transparency. Teachers are also utilizing their webpages, Remind, and other resources to keep parents informed.

Additionally, we host two parent "Coffee Talks" to provide direct resources for parents to best support their students academically and socially at home.

Strengths:

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

Needs:

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

Daniel Ninth Grade Campus

Comprehensive Needs Assessment
2015-2016

Staff Quality, Recruitment and Retention

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

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

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

Needs:
- Provide teachers with frequent opportunity to provide feedback regarding professional needs
- Continue to provide professional learning opportunities related to content
- Begin preparing for the new teacher appraisal program (effective 2016-2017)

ALEDO HIGH SCHOOL

Daniel Ninth Grade Campus

990 Bailey Ranch Road
Aledo, TX   76008

2015-2016
CAMPUS STRATEGIC PLAN

The start of something great.

Daniel Ninth Grade Campus Improvement Committee Members:

Angela Tims - Principal (Chair)
David Durnil – Assistant Principal (Annual Member)
Carla Turner – Other Professional Staff (Elected Member)
Anita Callaway – Teacher (Elected Member)
Lyndsie Burleson – Teacher (Elected Member)
Earl Husfeld – Central Office Administration Representative
Jennifer Hart – Parent
Will Allanach – Parent
Cory Bergen – Business Owner
Susan King – Community Member

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

The Campus Strategic Plan was reformatted and revised in 2015 to better align with the 2015-2018 AISD Strategic Plan. The Campus Improvement Committee reviewed and completed final revisions and reached consensus on the Campus Strategic Plan on October 13, 2015.

District Priority #1: Learning – Daniel Ninth Grade Campus shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.						
Goal	**Person(s) Responsible**	**Resources**	**Benchmark Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Title I S.C.**
1.1 Daniel Ninth Grade Campus will utilize assessment data to align curriculum and instruction through common planning and collaboration, revision of curriculum documents, and integration of high yield instructional strategies while creating appropriate rigor to maximize student success.	Campus Administration, Teachers, Math Coordinator	Eduphoria, Odysseyware Scope & Sequence, Year at a Glance Documents, Common Assessment Data	2015-2016 school year; as data becomes available	STAAR Results, Distinctions, TAPR, Lesson plans, School Report Card, Syllibi, Common Assessment Data, Vertical/Horizontal Alignment Documents	Comparison of reports and objectives annually by sub groups	PD CNA A C
1.2 Daniel Ninth Grade Campus will provide a variety of diverse, rigorous courses and programs such as Pre-AP Courses, CTE Courses, and technology integration to meet student needs and prepare them to be successful in a competitive-global society.	Campus Administration, Counselor, Teachers, CTE Coordinator, STEAM Studio Coordinator	HQ Staff, Odysseyware, PAP Courses, Technology Devices (Apple TV, iPads, iPod Touches), TxVSN, STEAM Studio, iCreate Studio	Annual comparison of course and program offerings	Master schedule, Gold Performance Acknowledgement, TAPR Report, BYOD Activities reflected in Lesson Plans	Increased offerings/performance when compared annually	HQ C
1.3 Daniel Ninth Grade Campus will continue to implement *The Fundamental 5* and Thinking Map Instructional Strategies while fully integrating the use of instructional technology tools to maximize student engagement and academic success.	Campus Administration, HQ Campus staff, Technology	Instructional Technology, All Classroom and Special Ed staff, TM Resources, Smart Response Advanced System, BYOD resources	August 2015 – June 2016	RtI campus documentation, Progress Monitoring Data for Individual Students, Syllibi & Lesson plans, TM Professional Development, BYOD Documentation	PDAS, Learning Walks, Thinking Map PD Sign-in sheets & Agendas, Clarity Bright Bites Survey	PD C
1.4 Daniel Ninth Grade Campus will provide a variety of co-curricular and extra-curricular activities for enrichment with a high level of student participation including UIL activities and organizations.	Campus Administration, Campus staff	Athletic and UIL Coaches/Directors, Booster clubs, Sponsors, I-55 Schedule	August 2015- June 2016	Enrollment numbers in activities, I-55 Calendar, Rosters from programs, Calendar of Events, Organization Webpages	Increased attendance, academic achievements. UIL Recognition at district, regional and state level	PI C R/R
1.5 Daniel Ninth Grade Campus will provide support programs such as RtI, ESL, Credit Recovery, I-55, STAAR Remediation and Enrichment, Tutoring Center, Stem Scopes, Odysseyware, and small group counseling to meet the diverse needs of all learners while specifically targeting our special populations.	Campus Administration, Counselor, Campus Staff	GT Specialists, SE Director & Staff, ESL Director & Staff 504, RtI Team, Odyssey, Content Mastery Lab, Comprehensive Guidance Program, I-55 Schedule	August 2015 – June 2016	GT Differentiation documentation, RtI documentation, Progress Monitoring Data for Individual Students, Class Rosters, Guidance Program Documentation, LPAC Meeting Schedule/Agendas, Remediation Rosters	Special Ed, 504, GT annual reports, TELPAS reports, RtI documentation, 2013 TAPR	C PI HQ
1.6 Daniel Ninth Grade Campus will increase the campus attendance rate by one full percentage point with the use of a student incentive program,	Campus Administration Attendance Secretary Teachers	PTO Funds, TxEIS Attendance Letters, Parent Link, School Fusion,	August 2015- June 2016	Incentive Program promotional materials, Parent Link Notification Records	2015-2016 Attendance Rate as reported by the state	PI C CNA

increased diligence in attendance follow-up and parent communication.		AISD Attendance Guidelines		School Fusion Announcements	
1.7 Daniel Ninth Grade Campus will increase the opportunities for all students and staff to use developmentally appropriate technology in creative learning environments using the STEAM Studio, iCreate Lab, and Collaborative Work Stations.	Campus Administration STEAM Studio Coordinator, Teachers	STEAM Studio, iCreate Studio, Collaborative Work Stations, Grant Money, PTO Funds, Campus Tech Funds	August 2015-June 2016	STEAM Studio Attendance Log, iCreate Lab Reservations, Lesson Plans	TAPR, Student Surveys, Parent & Teacher Climate Survey	TAPR CNA PI RS

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Assessment: TAPR, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #2: Safety – Daniel Ninth Grade Campus shall maintain a safe and orderly environment.						
Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
2.1 Daniel Ninth Grade Campus will evaluate and update emergency communication systems so that employees, students and parents are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus Administration, Technology, Maintenance/Operations, Emergency Response Team	AISD Police, Local First Responders, Local funds, Grants, Edwards Risk Management, School Nurse, Parent Link, Remind	June 2015– July 2016	Written plans for each campus/district, Documentation of Drills, Safety Procedure Notebooks	Appropriate response if emergency occurs	CNA
2.2 The Daniel Ninth Grade Campus will perform, evaluate and update emergency drills and exercises to report and respond to safety needs and concerns.	AISD Police, Campus Administration, Campus staff, Counselor, AISD Maintenance	AISD Police, SHAC, TASB resources, Edwards Risk Management, Crisis Intervention Plan	June 2015 – July 2016	Written plans on website, Student/teacher handbooks, Crisis Intervention Plan, Drill Schedules	Teacher, Parent Survey Results	CNA
2.3 Daniel Ninth Grade Campus will continue to comply with all state and federal guidelines and pursue best practices in facility safety.	AISD Police/Maintenance, Campus Administration, Campus Staff, Emergency Response Team	AISD Police/Maintenance, TASB Resources, Edwards Risk Management	August 2015 – July 2016	Written documentation demonstrating compliance	All buildings and procedures will meet regulations	CNA
2.4 Daniel Ninth Grade Campus will conduct a review and revision of the Student Code of Conduct including discipline data for trends on an annual basis.	Campus Administration, Campus Imp. Com. (CIC), Campus Staff	PEIMS data	March 2015 – August 2016	Campus Discipline data in PEIMS, CIC Agenda	Decreased discipline issues as documented in PEIMS	CNA
2.5 Daniel Ninth Grade Campus will implement appropriate safety programs and staff development such as Rachel's Challenge, Capturing Kids' Hearts, Bullying Training, Jenna's Law Training, Traffic 911 Training, and a The Wellness Program to ensure a safe environment for students, staff, substitutes, volunteers and visitors.	Campus Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition, District Student Services Director, Counselor	SHAC, Title II $18,000, Local funds, AISD Police, Edwards Risk Management, Rachel's Challenge, Comprehensive Guidance Program, Health Curriculum	August 2015- June 2016 Cyber Safety Week Red Ribbon Week	Campus Calendar Campus Drill Documentation, Capturing Kids' Hearts Process Documentation, Faculty & Student Bullying Training Agendas, Rachel's Challenge Program & Student Training, Heath Curriculum	Lesson Plans for Red Ribbon & Cyber Safety, Friends of Rachel Participation, Bullying Report Data	CNA PD

2.6 Daniel Ninth Grade Campus will provide age level appropriate programs to create awareness among students and their families about their digital footprint, Internet safety, and responsible technology usage.	Campus Administration, Counselor, District Instructional Technologist, District Student Services Director, Teachers	SHAC, Guidance Program, Coffee Talks, Parenting University	August 2015- June 2016 Cyber Safety Week, Coffee Talks, Parenting University	Cyber Safety Week Events/Lessons, Coffee Talk Presentations, Parenting University Presentations	Discipline Data, Parent/Teacher Survey Results, Student Clarity Bright Bite Survey Results	PI CNA

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District Priority #3: Parents/Community – Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of Daniel Ninth Grade Campus.						
Goal	**Person(s) Responsible**	**Resources**	**Benchmark Timeline**	**Evidence of Implementation**	**Evidence of Impact**	**Title I S.C.**
3.1 Daniel Ninth Grade Campus will utilize School Fusion, Facebook, Twitter, Family Connection, Remind, and Parent Link as well as other platforms of communication for our community and will provide opportunities for training to utilize campus resources such as Parenting University, Coffee Talks and Leadership Luncheons.	Campus Administration, Faculty, Campus Webmaster	IT Department District Website Federal & State Local funds, Social Media Sites, Parent Link, School Fusion, Naviance Family Connection	Aug 2015 – July 2015	Training dates, Documentation of communication methodology, Web status, Facebook & Twitter Feeds, Parent Link Records, Naviance Family Connection	Increased utilization of a variety of communication methods, Parent feedback, Parent survey	PI PD
3.2 Daniel Ninth Grade Campus will provide programs for parents/guardians and community members to volunteer and actively participate including a Volunteer Program, PTO, Watch DOGS, and Coffee Talks.	Campus Administration, Counselor	District Personnel SHAC State & local funds PTO Booster Clubs Parent Volunteers	Monthly 2015-2016	Campus Calendar of Events, Parent Volunteer Orientation Sign-In, Volunteer & Watch Dog Schedules, Coffee Talk Sign-In Sheets & Promotional Items	Increased parental involvement at the campus level, Community feedback Parent survey	PI
3.3 Daniel Ninth Grade Campus will be an active participant in appropriate civic, municipal and charitable organizations in the Aledo ISD community through the work of Leading Ladies, Student Council, Friends of Rachel and other co-curricular organizations.	Campus Administration, Extracurricular Organization Sponsors, Counselor	District & Campus Personnel Local funds	Monthly 2015-2016	Calendar of events, PO Documentation of charitable contributions	Continued local support of the community, Parent survey, Civic organization documentation, Media Coverage	PI
3.4 Through Leading Ladies, Connections Mentor, Rachel's Challenge and other programs, Daniel Ninth Grade Campus will work with members of the community to foster support for the mission and goals of the campus, and build positive relationships with parent and school organizations.	Campus Administration, Counselor	Chamber of Commerce Mentorship Program Community Business Partners Educational Foundation Title II $18,000 Local funds	Aug 2015 – July 2016	Documentation of attendance at meetings, Calendar of events, Social Media Feeds	Attendance at public meetings Sign-in sheets Media Coverage Parent survey	PI
3.5 Daniel Ninth Grade Campus will continue to build positive relationships with parent and school organizations such as PTO, AdvoCats, Project	Campus Administration, Teacher/Campus Program Directors	PTO Booster Clubs SHAC Local funds	Aug 2015 – July 2016	Parent surveys, Promotional items	Increased results for parent survey	PI

Celebration, Class of 2019 Committee and Extra-Curricular Booster Clubs.						

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District Priority #4 Human Resources – Daniel Ninth Grade Campus shall recruit, hire, train, and retain a highly qualified staff.						
Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
4.1 Daniel Ninth Grade Campus will maintain 100% fully certified and highly qualified staff.	Campus Administration	Local funds Title II $18,000 High School Allotment	August 2015- June 2016	Principal Attestation Report HQ Campus Reports	HQ Campus reports, Personnel records	HQ CNA R/R AYP
4.2 Daniel Ninth Grade Campus will provide a comprehensive professional learning system that aligns with AISD/campus instructional focus, supports new staff and meets the needs of our future-ready learners.	Campus Administration, Mentor Teachers, Teacher Leaders	Local funds Title II $18000	August 2015- June 2016	Calendar of Events, Sign in sheets, Payments to mentors Agendas	New Teacher Survey Results, Professional Progress Results, Teacher turnover rate, Exit surveys	CNA PD R/R
4.3 Daniel Ninth Grade campus will continue to develop and promote future leaders through multiple professional learning communities such as online PLNs, AISD professional Development Facilitation, AISD Teacher Leader cohort, Campus PLC's, TCEA participation, etc.	Campus Administration	Title II $18,000 Local funds Teacher Leader Academy	August 2015- June 2016	Professional Development Calendar, Sign-In Sheets, Agendas, Evaluations, Campus Mini-Staff Developments, Book Studies, PLC Mtg Agendas	Online Staff Development, Evaluations, Instructional Practices – Learning Walk Data, Number of Campus/District Teacher Trainers, Teacher Leader Academy participation	PD R/R
4.4 Daniel Ninth Grade Campus will retain highly qualified teachers by maintaining a positive climate and culture and developing a highly productive, supportive team.	Campus Administration, Leadership Council	Local funds	August 2015- June 2016	Team-building/morale-building, Calendar of Activities, Sign-In Sheets, Agendas, Campus Mini-Staff Developments	Faculty Surveys, Teacher Retention Rate	PD R/R

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

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 Daniel Ninth Grade Campus will utilize a conservative approach to financial management in order to manage campus finances in light of the uncertain state funding climate.	Campus Administration	District/Campus Staff District Business Office	Aug 2015 – July 2016	Annual audits, Annual Budget Reports,	Campus Budget	CNA C
5.2 Daniel Ninth Grade Campus will be proactive in the maintenance and upkeep of the facilities.	Campus Administration Faculty & Staff	Maintenance Staff, Custodial Staff, Eduphoria	Aug 2015 – July 2016	Maintenance Work Orders, Weekly Building Walk Data	Maintenance Data, Survey Results	PI
5.3 Daniel Ninth Grade Campus will identify and pursue new revenue opportunities through grants while nurturing current relationships.	Campus Administration, teachers	CIC Business Partners Education Foundation Ed Rachal Foundation	Aug 2015 – July 2016	Documentation of explored and approved revenue opportunities, Grant Documentation	Additional revenue	CNA C
5.4 Daniel Ninth Grade Campus will continue to monitor, reevaluate and effectively communicate the anticipated needs annually to prepare for future growth.	Campus Administration	TxEIS Pre-Registration System	January 2016	Pre-Registration, Demographer's Reports	Class Sizes, enrollment	RS
5.5 Daniel Ninth Grade Campus will partner with the district to utilize effective systems of communication to educate the public of federal, state and local financial decisions with emphasis on local impact.	District Administration, Campus Administration, Campus Webmaster	Parent Link, Social Media, School Fusion	August 2015-July 2016	Parent Link Messages, Social Media Posts, website posts, Mail-outs	Parent Climate Survey Results, voting turnout, etc.	PI RS

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Assessment: TAPR, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System

District Priority #6 Continuous Improvement – Daniel Ninth Grade Campus shall monitor and revise systems and processes to evaluate organizational effectiveness and customer satisfaction.						
Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
6.1 Daniel Ninth Grade Campus will annually evaluate the effectiveness of campus programs. (i.e. instructional, extracurricular, technology, remediation)	Campus Administrators, Faculty, Program Coordinators, Teachers	IT Department UIL Coaches/Sponsors Lead Content Teachers, Program Coordinators	Aug 2015 – July 2016	Annual Evaluation (i.e., survey, meetings with stakeholders) Improvement Plans, Individual Program Evaluations	Improvement in areas of concern as identified in evaluation process	CNA PD C
6.2 Daniel Ninth Grade campus will maximize the use of technology systems such as Raptor, Eduphoria, School Fusion, AESOP, Parent Portal, Parent Link and Social Media to improve internal communications.	Campus Administrators, Faculty & Staff	Campus Webmaster, Teacher Techs, IT Department	Aug 2015 – July 2016	School Fusion, AESOP, Eduphoria, Parent Portal, Employee Access System, Social Media	Increase in automated internal systems, Increase ease of access to real time information.	CNA PD
6.3 Daniel Ninth Grade Campus will evaluate and utilize annual parent satisfaction surveys at the campus level to identify areas for growth and improvement.	Campus Administration	IT Department District Administration	May 2016	Completed survey documentation	Evidence of addressing areas of concern as identified in survey results	PI CNA
6.4 Daniel Ninth Grade Campus will establish departmental and campus-wide instructional focus areas and participate in professional learning to continuously improve.	Campus Administration Lead Content Teachers	Campus and District Administration, PD Resources, Title II $18,000, Local Funds	May 2016	Instructional Focus Chart & Professional Development Plan, PD Sign-In Sheets, Lead Content Meeting Agendas	Learning Walk Data, Evaluations, Survey Results	CNA PD RS
6.5 Daniel Ninth Grade Campus will utilize Performance-Based Monitoring Data to identify and address specific areas of needed improvement regarding special populations, the achievement gap, and campus discipline.	Campus Administration Lead Content Teachers	Campus and District Administration, PD Resources, Title II $18000, Local Funds	Nov 2015-May 2016	Instructional Focus Chart, RtI Intervention Plans, STAAR Student Intervention Rosters, Professional Development Plan, PD Sign-In Sheets, Lead Content Meeting Agendas	2015 PBMAS	CNA PD RS
6.6 Daniel Ninth Grade Campus will comply with all administrative regulations and systems to ensure consistency.	Campus Administration, Teachers	Online Access to Administrative Regs	August 2015-July 2016	Documentation of compliance through forms, etc. (ex: PD request form)	Efficiency of completed tasks, teacher climate survey	RS
6.7 Daniel Ninth Grade Campus will encourage increased participation on parent and staff satisfaction surveys.	Campus Admin, Teachers, Webmaster	Online Communication Tools	April 2016	Parent Link Log, Social Media Postings, Website Postings	Parent Participation	PI

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs

Assessment: TAPR, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System