Aledo Independent School District

District Improvement Plan

2020-2021

Mission Statement

The mission of the Aledo Independent School District is to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Revised/Approved: October 19, 2020

Demographics

Demographics Summary

Aledo ISD is a Pre-K through grade 12 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 7-8; 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 2019-2020 school year was 6,437. Our projected enrollment for 2020-2021 is 6,746. This shows a growth of 309 students.

The student population for the 2019-2020 school is ethnically represented as follows:

- African American – 1.46%
- Hispanic – 15.52%
- Caucasian – 77.92%
- Native American – .40%
- Asian – .70%
- Hawaiian/Pacific Islander 0.05%
- Two or more ethnicities – 3.95%.

For the 2019-2020 school year, 13.73% of the student population is Economically Disadvantaged, 2.67% is Limited English Proficient (LEP), 22.18% is At-Risk, 8.87% is Special Education, and 6.57% is Gifted and Talented. The district served 40 immigrant students during the school year. We served 23 homeless students, a decrease of 10 students from the previous year. The district also served 5 students in foster care.

There were 7 students reported as dropouts in the 2018-2019 school year.

During the 2019-2020 school year, the district had a total (full time and part-time) of 730 staff members to include teachers, professional support, campus administration, and central office administration- compared to 693 in 2018-2019. The turnover rate for teachers was 16% in 2019-2020.

Aledo ISD is ranked 8th in the Region 11 enrollment trend. The projected five-year growth is 25.7%. The district is ranked with other fast-growing districts such as Denton ISD, Northwest ISD, and Eagle-Mountain Saginaw ISD.

Demographics Strengths

Strengths:

- Community involvement and support
- Parental involvement
- Increased teaching staff to accommodate student enrollment rates
- Students are able to relate to content based on personal experiences provided outside of school

Needs:

- Continue planning for future district growth with regard to district facilities and staff
- Continue working on competitive salary scale across all positions
- Assess data from dropout rates for at-risk identification
- Use data to improve graduation rate and decrease our at-risk population

Student Achievement

Student Achievement Summary

Due to COVID-19 and the absence of 2020 STAAR/EOC data, 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 a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.   Common Assessments were administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Students were provided intensive interventions such as tutorials (before, during and after school, and summer school) and differentiated instruction; transportation was provided for students attending tutorials and summer school. Additional data sources include the following: Circle Progress Monitoring (PK), DRA (K-2), district math screener (K-2), Lexia (K-8), grade reports, teacher input, observations, RtI referrals, on-going skill assessments, Imagine Math (formerly Think Through Math), and Reflex Math.

Aledo ISD receives and expends the following federal grants to enhance student achievement:
 Title I - $283,830

- Homeless supplies and materials - $2,838
- Instructional specialists & tutors @ McCall, Coder, Walsh - $267,999
- Summer school personnel - $12,993

 Title 3 -

 ESL - $ 15,625

- Tutoring - $9,625
- Supplies - $5,000
- Professional learning for staff - $1,000

 Immigrant - $5,275

- Curriculum and supplies

AISD Ratings

Entity	2020 Rating
Aledo ISD	Not Rated: Declared State of Disaster
Coder	Not Rated: Declared State of Disaster
Stuard	Not Rated: Declared State of Disaster

Entity	2020 Rating
McCall	Not Rated: Declared State of Disaster
Vandagriff	Not Rated: Declared State of Disaster
Walsh	Not Rated: Declared State of Disaster
McAnally	Not Rated: Declared State of Disaster
AMS	Not Rated: Declared State of Disaster
D9GC	Not Rated: Declared State of Disaster
AHS	Not Rated: Declared State of Disaster

Distinctions

There were no distinction designation due to COVID-19 and the absence of STAAR/EOC data.

	Early Childhood Reading (Middle of the Year)		Early Childhood Math (Middle of the Year)	
Grade	Measure	% on Track at MOY	Measure	% on Track at MOY
PK	CLI Engage	74%	CLI Engage	83%
K	DRA	69%	District Screener	88%
1	DRA	66%	District Screener	56%
2	DRA	63%	District Screener	59%

	3-8 Benchmarks 2020					EOC Benchmarks 2020				
Grade	Reading	Math	Writing	Science	SS	Alg I	Eng I	Eng II	Bio	US His
3	87%	83%								
4	88%	86%	75%							
5	88%	91%		88%						
6	82%	93%				91%	89%	82%	No benchmark given	91%
7	89%	88%	79%							
8	83%	78% Alg 100%		85%	77%					

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

Class of 2020: 457 Graduates

- 2 National Merit Scholars
- 3 National Merit Hispanic Program Recipients
- 7 National Merit Commended Scholars
- 70 Advanced Placement Scholars
- 59% of students earned a score of 3, 4, or 5 on AP exams

Average SAT score is 1111

Average ACT score is 25

New Career & Technical Education (CTE)courses added in 19-20–AMS-Gateway to Engineering - Design & Modeling / Flight & Space (Project Lead The Way- PLTW-8th grade), DNG & AHS - Computer Maintenance, Intro Engineering Design (PLTW),Law Enforcement 1, AHS only- Aerospace(PLTW), Graphic Design 2, and Advanced Floral Design.

Partnered with Weatherford College to offer: Certified Nursing Aide (CNA) and Cosmetology (working toward an Applied Associates of Science Degree)

Health Science

- 18 students earned CNA
- 27 students earned an EKG Tech Certification
- 56 students earned a HIPAA Certification
- 56 students earned a Bloodborne Pathogens Certification
- 56 students earned a CPR / BLS Certification
- 51 students earned Adobe Photoshop Certification
- 6 students earned Adobe Illustrator Certification (low due to COVID)
- 84 students earned Microsoft Office Word Certification
- 42 students earned Microsoft PowerPoint Certification
- 15 students earned Tx State Floral Association Level 1 Knowledge Exam
- 2 students earned Cosmetology Operator License
- 1 Certified Veterinary Assistant (CVA)

HOSA - No HOSA competitions in 19-20 due to COVID

FFA

- $17,000 awarded to senior students from Ag Backers Alumni for college
- $36,000 in sale show animals and Ag Mech projects
- $18,500 scholarships in Agriscience Fair Competitions

- Senior Creed speaking advanced to State (ALL CDE events canceled due to COVID)
- Individual Agriscience National Champion 2019
- Individual 2nd place Agriscience National Champion
- Individual National Finalist
- Horse Judging team placed 6th at Nationals

Robotics

- First time all 3 of our Robotics teams made it to Regionals
- Team 6566 placed 1st and 2nd out of 160 teams in Inspire for North Texas Region
- Team 6566 1st in Region advanced to State and World competition (state and world canceled due to COVID
- Team 13811 won the 1st place Innovate Award at Regionals

Debate Team

- Policy Debate Team placed 1st, 2nd, and 3rd in District and advanced to the State Tournament

 Art

- 2 students qualified for State in Visual Arts Scholastic Event (VASE)
- Kay Granger Congressional Art Competition: 3rd Place
- 1 student qualified for Texas Art Education Association State Capitol Show
- ATPI Rising Star Program- two students won 1st place in different categories

Choir

- 9 students qualified for region honor choirs
- Selected for the 2020 National Choral Festival
- 2020 National Choral Honors – 1 of 2 National winners in Open Class

Band

- UIL Marching Band Area Finalists 2019 (thirteenth appearance at the UIL State Area Championships)
- UIL Marching Band State Championships 2019 (seventh appearance at the UIL State Marching Championships)
- TMEA Area Honor Band Finalists (seventh appearance at the TMEA Area Honor Band Contest)
- TMEA Area 9 Student Qualifiers
- Music For All National Concert Band Festival 2020 Indianapolis, IA (Selected as one of the top concert bands in the Nation to perform)

One-Act Play advanced to Bi-District but was canceled due to COVID-19

Journalism

- ATPI Rising Star Program - Second Place
- Journalism Education Association/National Scholastic Press Association: Pacemaker Finalist
- Columbia Scholastic Press Association: National Silver Crown Winner
- Texas Association of Journalism Educators: State Bronze Star Winner

Academic UIL-all events canceled due to COVID

Athletics

- Football
    - 9th State Championship (State Record)
    - 23 Academic All-State

- Cross Country
    - Individual State Champion
    - Individual 2nd Place in State
    - 6th place State finish- Boys team
    - 5 Academic All-State

- Boys Basketball
    - 3- Academic All-State

- Girls Basketball
    - 3 – Academic All-State

- Girls Volleyball
    - 3 – Academic All-State

Student Achievement Strengths

Strengths

- Multiple student awards and honors
- AISD 100% Highly Qualified Staff
- District engaged in a fall and spring instructional rounds process. Growth was observed in the rigor, relevance, and learner engagement rubrics in the developed level or higher indicators.

- Collaborative teams increased in proficiency in the three big ideas of a PLC: Focus on Learning, Focus on Collaborative Culture and Focus on Results
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week
- Growth was evident in all four district look-fors

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

District Culture and Climate

District Culture and Climate Summary

Due to the COVID-19 closure of our in-person learning beginning in March of 2020 several planned activities were not held during the spring semester.

The district is implementing multiple virtual opportunities as we begin the 2020-2021 school year for parental involvement as the campuses are currently closed to visitors.

Parent conferences, open houses, 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). Aledo ISD has three Title I campuses: Walsh, McCall, and Coder Elementary. Each Title I campus hosts special events for parents.

Student safety remains of paramount importance to Aledo ISD and has been demonstrated by:
Every campus completed the following drills in 2019-2020
  1. Evacuation (fire) Drill once per month (Sept. - May)
  2. Evacuation (reverse) Drill once per semester
  3. Lockdown Drill once per semester
  4. Severe Weather Drill once per semester
  5. Shelter in Place once per semester

Elementary campuses emphasize character development through:

- Capturing Kids' Hearts Character Plus
  -Vandagriff Elementary was recognized as a National Showcase School for Capturing Kids Hearts.
- Classroom lessons provided by the counselor
- Student Council
- WATCH D.O.G.S. (Dads of Great Students) which involves fathers and father figures to help create a safe and secure learning environment.

Secondary campuses emphasize character development via:

- McAnally, Aledo Middle School, and Daniel Ninth Grade Campus (DNGC) utilize Capturing Kids' Hearts.
- Aledo Middle School "Difference Maker" program recognizing students who make a positive impact on campus.
- DNGC- Rachel's Challenge, establishes a safe learning environment for students.
- Leading Ladies at DNGC and Aledo High School. McAnally Intermediate has adopted this program as Little Ladies.
- Also at the DNGC, the Top Cat Award is awarded to students who exemplify positive character traits.
- Aledo Middle School has a Teen Leadership course.
  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.
- McAnally, Aledo Middle School, and the DNGC utilize WATCH D.O.G.S as well.

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 Week (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 (High School)
- Too Good for Drugs (Middle School)
- Vaping Awareness (Middle School and High School)
- Suicide Prevention
- P.S. It's My Body/Always Changing
- Shattered Dreams Program
- Texas School Drug Survey
- Project Celebration (Senior Class)
- Start with Hello (Sandy Hook Promise)

Community outreach activities include:

- Daddy Daughter Dance
- Mother/Son Activities (Nerf wars, movies, rollerskating)
- 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
- Evening with the Arts (district-wide)
- STEAM Carnival
- Cowtown- Runner's Club
- PTO Food Drive
- College Fairs and community guest speakers
- Special Needs Expo for transition services for special education students
- SilverCats (Senior citizen/ student mentor program)

- Comfort Dog (help students social and emotional needs)
- High school student presence at elementary level

For staff:

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

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. Its program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

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

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 level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Aledo PTO
- Expanded random drug testing to include tobacco usage (all UIL participants)

Needs:

- 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
- Continue to develop virtual opportunities for involvement during COVID-19

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo ISD staff is 100% highly qualified. Of the teaching staff, 74% hold a Bachelor's Degree, 25.5% hold a Master's Degree, and 0.2% have attained a Doctorate based on the 2019-2020 PEIMS Staff Summary data.

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

Beginning – 2.25%
1 to 5 years – 23.0%
6 to 10 years – 20.0%
11 to 20 years – 34.75%
Over 20 years – 20.0%

The average years of teaching experience for Aledo ISD teachers was 12.5 years. Aledo ISD teachers have worked within the district for an average of 6.2 years. The professional and paraprofessional staff turnover rate for Aledo ISD for 2019-2020 was 6.5% for professionals and 31% for paraprofessionals with 34 staff members retiring or resigning. The turnover rate for teachers in the 2019-2020 school year was 16.0% with 63 Teaching/Library staff members retiring or resigning. The turnover rate for our auxiliary staff which includes maintenance, transportation, and child nutrition was 22.0%.

District hiring procedures include: posting of positions on the district website, K-12 Job Spot, Indeed.com along with major and local Texas university job boards; an on-line 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 and Just-In-Time trainings to support district initiatives, 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 annual compliance training as well as training in Crisis Prevention Intervention (CPI), Texas Reading Academy, Thinking Map Training, Balanced Literacy, AP Institute Training, Texas Adolescent Literacy Academy, CPR, Technology Integration Training, ESL/TELPAS certification, and Aledo ISD New Teacher Mentor Program.

To support recruitment and retention, Aledo ISD provides daycare for ages four and up on district-wide professional learning days during the school year. In addition, teachers and other personnel have the opportunity to enroll in district-operated daycare for children ages three and four.

Staff members are recognized annually for years of service (increments of five years) with the district. 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. Beginning the 2019 -2020 school year the district began

The Circle of Greatness – Employee Recognition Program where anyone can nominate outstanding employees who are helping to "Grow Greatness" within AISD. In the 2019-2020 school year, there were 524 nominations submitted.

Aledo ISD receives the following federal grants to enhance professional learning opportunities for all staff members:

- Title 2 - $80,325 - Professional Learning Communities, Advance Placement, professional conferences, and training opportunities
- Title 3 - $1,000 - ESL training
- Title 4 - $20,985 - Capturing Kids Hearts Training

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff and paraprofessionals - 100% highly qualified for the 17th consecutive year
- 256 teachers (which is 70%) have acquired ESL certification
- 74.75% of the teachers have 6 or more years of experience
- Solid support programs for new teachers
- A variety of staff development opportunities

 Needs:

- Increase in diversity of staff
- Evaluate and assess additional recruitment options for our campus-based positions
- Continue improving compensation based on market-rate averages to offer a more competitive pay scale
- Promote intentional communications with Human Resources concerning future employment changes (ex. Notification of retirement as early as possible, change in school districts, changes in career)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2019-2020 school year, the following areas were identified as our district focus areas for the 2020-2021 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 includes the following:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor and Relevance
- Authentic Literacy – Balanced Literacy (K-2), Write From the Beginning and Beyond
- Professional Learning Community (PLC) - AISD is committed to engaging in the PLC process to ensure high levels of learning for all students.

To measure the implementation of the district instructional focus, the following instructional priorities will be measured in remote and in-person learning environments for the 2020-2021 school year:

- Framing the Lesson
- Critical Writing
- Formative Assessments
- Frequent Feedback

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 to our district instructional focus areas.

Curriculum, Instruction, and Assessment Strengths

Strengths

- District developed Empower 2020, Virtual Summer Professional Learning Academy. Staff completed 1,904 courses totaling 5,720 professional learning hours during the summer of 2020.

- District developed the Return to Learn Transformation Team that consisted of 48 AISD staff members, which includes district, campus, and teacher leaders. The Return to Learn Transformation Team was responsible for the development of the AISD Asynchronous Instructional Plan.
- 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 trainings that are responsive to teacher needs. Each campus has an assigned Instructional Specialist to provide direct support to teachers.
- District hired 3 Early Literacy Specialists to support literacy instruction in grades K-2.
- District designated a Gifted and Talented (GT) Coordinator to support our Gifted and Talented Program.
- District provides on-going communication with all staff through a weekly C&I Newsletter that spotlights teacher implementation of the District Instructional focus, high yield instructional strategies, important information, and upcoming professional learning opportunities.
- District provides professional learning opportunities based on identified teacher needs.
- District provides the opportunity for staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send more staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The district established curriculum writing teams that oversee the development of the district curriculum and district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- The district identified LMS Superusers at each campus to support teachers with the implementation of Seesaw and Canvas.
- District hired SPED personnel in order to move to a co-teach model. Extensive professional learning opportunities have been created to develop the District's co-teach practices.
- District hired Special Education Instructional Facilitators to ensure high-quality instruction for students receiving special education services through coaching, modeling, and providing support to general education and special education teachers.
- Sped teacher was recognized as a model teacher for students with significant cognitive disabilities through adaptation and delivery of instruction through the use of the LMS (Unique Learning System).
- District hired Dyslexia personnel in order to meet the growing student population of students receiving dyslexia services.
- The district established instructional protocols and expectations for students receiving dysgraphia services.
- The district established processes to ensure progress monitoring of students receiving both dyslexia and dysgraphia services, as well as protocols for communication to parents regarding student progress.
- District hired an additional ESL teacher so that all campuses can support both co-teach and pull-out services for individual student needs.
- The number of Career Technology Education course offerings and pathways has continued to increase in response to student interest. CTE continues to refresh and revise their programs to meet the needs of its students and community.

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 instructional design and standards-driven instruction.
- Continue to revise curriculum documents and continue to build 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 add Instructional Specialists at the secondary level that are content specific to maximize the impact at each campus.
- Continue to add SPED teachers as our students receiving special education services continue to grow and to support a highly effective co-teach model.
- Add related service providers (such as Speech, Occupational Therapists) to meet the ARD required services of students receiving special education as our student population grows.
- Continue to add Special Education Instructional Facilitators until we have one for each campus.
- Continue to add Dyslexia teachers as our students receiving dyslexia services continue to grow.
- Continue to strengthen the ESL program through program evaluation, goal setting, and monitoring student progress in both academics and English language proficiency.
- Continue to refine our GT program in order to meet the unique needs of our student population.
- Continue to increase rigor, learner engagement, and relevance in all classrooms.
- Continue to increase meaningful technology integration.
- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

Due to COVID-19 closure of our in-person learning beginning in March of 2020 several planned activities were not held during the 2020 spring semester.

The district is exploring and implementing multiple virtual opportunities as we begin the 2020-2021 school year for parental involvement as the campuses are currently closed to visitors.

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: Advocats, "Connections" 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, STEAM Carnival, Jumping Jamboree, Reading Day, Thanksgiving Trot, Heritage Day, Herdwise, Aledo Educational Foundation, field trips, individual Aledo Athletic Booster Clubs, Aledo Band Booster Club, District-Wide Effectiveness Improvement Committee (DWEIC), Bearcat Academy, Leading Ladies, Little Ladies, Coffee with the Counselors & Principals, Silvercats and the Lions Club.

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), Aledo ISD Technology Committee, and the Bearcat Growth Committee regarding bond elections.

The Aledo Education Foundation awarded approximately $137,885.84 in grants to district teachers. In addition to the teacher written grants awarded, the Aledo Education Foundation provided over $44,439.97 in disbursements to AISD for additional non-curricular programs.

Aledo ISD uses multiple formats to communicate district and campus information to parents: principal weekly newsletter, campus community night meetings, corresponding notes home via: students, Parent Link (communication alerts through phone), postings on campus marquees, email, district website, Bearcat Blast, Parent Portal (grades and attendance), Remind, Aledo ISD App and district and campus-level social media accounts.

The district benefits from a close working relationship with community organizations such as 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. Local churches support the Snack Pack Program for students in Kindergarten through Grade 6 and provide 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, Girl Scouts and Cub Scouts, Claymation Camp, Daddy-Daughter Dances, Mother-Son movie night, Robotics Camp, Ex-Students Association, Aledo Lions Club Youth Football & Basketball, Aledo Youth Football and Cheer Association, Campfire USA, City of Annetta City Council,

TAV Club Volleyball, Aledo Advocats/Run-Walk-Crawl, and Bearcat Bootcamp.

Parent and Community Engagement Strengths

Strengths:

• Parents are 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 Hispanic and Economically Disadvantaged student groups
• Continue to solicit parent input and feedback on committees
• Continue outreach activities for the senior citizens in 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 17th consecutive year.

The district serves students from the Pre-school Program for Children with Disabilities (PPCD) through 12th grade. AISD staff includes 74.7% teachers, 99% professional support, 70.3% educational aides, 39.2% campus administration, 0% central administrative staff, and 0% 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 2019-2020 school year, 174 new staff members (including 94 new teachers) were added to the Aledo ISD family.

Student-to-teacher ratio in Aledo ISD during the 2019-2020 school year was 19.1 students per teacher for all campuses.

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

District and campus information is disseminated through multiple sources such as the AISD website, Blackboard, Parent Link, the Aledo ISD smartphone application, the Bearcat Blast, and social media. The online Parent Portal system is available for parents to view grades, assignments and attendance. Some teachers use messaging applications such as Remind, Class Dojo, and Seesaw to communicate directly with students and parents at home. There has been an increase in the use of Google Classroom and to Canvas Learning Management as an educational platform across the district.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2019-2020 school year, 71 students participated in the program. Feedback forms from all participants indicate program success for individual students with this program.

The district maintains a BearCat Backers program, with approximately 27 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 participate in a College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in a Career Fair and College Fair at Aledo High 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 17 consecutive years with a district score of 100%.
- Aledo ISD Induction Year Teacher Support Program
- Aledo Learning Center serves students who are at risk of dropping out –24 students graduated from ALC in 2019-2020

Needs:

- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning

Technology

Technology Summary

The Technology Department collaborates with Curriculum and Instruction to provide sound operational and instructional systems in order to support the academic development of all children. Our continual goal is to increase and upgrade the district's technology infrastructure, equipment, and instruction to increase student achievement for each campus and department.

Technology Strengths

Strengths

- Our district currently has two learning management systems available for teachers and students – Canvas and Seesaw.
- Students and staff have the ability to use Class Link-Launchpad (single sign-on) that streamlines access to multiple programs used across the district. In order to be easily accessible for younger students or students with specific needs, sign-on can be obtained through this system via traditional means or via a QR code.
- All professional staff members are required to complete a 3-hour technology training designed to create meaningful opportunities for integration in the classroom as well as a 3 hour blended learning training that will help teachers design instruction that combines technology and content. Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- The C & I department has continued to implement Future Ready Aledo, which focuses on leveraging technology to support the 4 C's, Creativity, Collaboration, Communication, and Critical Thinking.
- Wireless access points district-wide provide excellent coverage for portable devices
- Upgraded internet connection from 1 Gbps to 10 Gbps to stay ahead of increasing bandwidth requirements
- 70-inch interactive Promethean boards in every classroom.
- Every student receives digital citizenship instruction. AISD is a Common Sense District.
- Instructional Technology offers ongoing training in efficient and effective uses for technology throughout the school year in a variety of methods at the campus and district level. For example, Just in Time sessions, Lunch and Learns, before and after school training opportunities.
- Strong supportive technology department at the District level.
- Access to technology.
- Continued use of Google Apps for Education by staff and students.
- Implementation of Cisco Webex platform district-wide to support remote learning and virtual professional development.
- In an effort to increase student access to technology the District has deployed devices directly to students as well as encouraged students to bring their own devices (BYOD) from home.
- Use KnowBe4 to provide District-wide cybersecurity training to educate and inform staff on potential cyber risks.

Needs:

- Strengthen 1:1 implementation plan
- More Technology Department staff to support 1:1 implementation
- Strengthen new teacher training for available technology/programs
- More Instructional Technology staff to support at the campus level
- More frequent technology refreshment cycle
- Provide equitable access to specialty apps such as Adobe Creative Cloud, AutoCAD, etc. to all learners.
- Strengthen our staff's cybersecurity awareness.

Priority Problem Statements

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

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

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- RDA 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) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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

Student Data: Student Groups

- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility 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

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goal 1: How We Teach: Delivery of Instruction

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

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

Summative Evaluation: None

Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.		Reviews			
Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2021. **Staff Responsible for Monitoring:** Campus Administration District Administration supervising: Special Education, CTE, ESL **Title I Schoolwide Elements:** 2.4, 2.5, 2.6		Formative			Summative
		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None

Strategy 1: Teachers will implement Framing the Lesson in daily instruction.	Reviews			
Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2021.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education, CTE, ESL,	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Strategy 2: Teachers will implement Critical Writing in daily instruction.	Reviews			
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2021.	**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education, CTE, ESL.	**Dec**	**Feb**	**Apr**	**June**
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo ISD will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time, by June 2021.

> **Evaluation Data Sources:** Data from Daily Impact Walks and student artifacts from in person and the remote learning environment.
>
> **Summative Evaluation:** None

Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.	**Reviews**			
Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration District Administration supervising: Special Education, CTE, ESL				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, 98% of the Aledo ISD collaborative teams district-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Summative Evaluation: None

<table>
<tr>
<td rowspan="3">Strategy 1: Collaborative Teams will:

Indicator #1:
*Teachers will clarify essential learning standards for each unit and criteria for student mastery.
*Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.</td>
<td colspan="4" align="center">Reviews</td>
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<tr>
<td colspan="3" align="center">Formative</td>
<td align="center">Summative</td>
</tr>
<tr>
<td align="center">Dec</td>
<td align="center">Feb</td>
<td align="center">Apr</td>
<td align="center">June</td>
</tr>
<tr>
<td>Strategy's Expected Result/Impact: 98% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021.

Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
District Administration

Title I Schoolwide Elements: 2.4, 2.5, 2.6</td>
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<td colspan="5">0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue</td>
</tr>
</table>

Goal 2: Professional Learning Community Actions

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

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

    Summative Evaluation: None

Strategy 1: Collaborative Teams:	Reviews			
	Formative			**Summative**
Indicator #1: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 98% of collaborative teams district-wide will rate at the Developing level on Indicator #1 by June 2021.				
Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, 93% of the Aledo ISD collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1

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

    Summative Evaluation: None

Strategy 1: Collaborative Teams:		Reviews			
			Formative		Summative
Indicator#1:		Dec	Feb	Apr	June
* have established an annual SMART goal and assess progress toward reaching the goal. * teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.					
Strategy's Expected Result/Impact: 93% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021.					
Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration					
Title I Schoolwide Elements: 2.4, 2.5, 2.6					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, 95% of the Aledo ISD collaborative teams district-wide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2

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

 Summative Evaluation: None

Strategy 1: Collaborative Teams: Indicator#1: *school has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results. Strategy's Expected Result/Impact: 95% of Collaborative Teams district-wide will rate at the "Developing" level in Indicator #1 by June 2021. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			**Summative**
	Dec	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: The Technology Department will receive an average grade of "A" based on grading system of closed help desk ticket surveys.

    Evaluation Data Sources: Closed help desk tickets will receive an average grade of "A" by June 2021.

    Summative Evaluation: None

Strategy 1: Each technology help desk ticket requester will receive a short customer satisfaction survey after each ticket is closed.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Technology help desk tickets will be addressed in a timely and effective manner resulting in an average grade of "A" by June 2021.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Technology Help Desk Staff Director of Technology Chief Financial Officer				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 2: The Transportation Department will have a combined total student wait time and ride time for each student that does not exceed seventy-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2020-2021 school year.

Evaluation Data Sources: List of total student wait time and ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2020-2021 school year.

Summative Evaluation: None

Strategy 1: The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus.	Reviews			
	Formative			Summative
2) Transportation monitoring personnel and Chief Financial Officer will meet on a weekly basis to review data and make necessary adjustments to meet the established standard. 3) Weekly Transportation Department meetings will include a detailed review of issues including; *a bus being late three or more days for drop off or pick up *students not arriving in time to eat breakfast *any student's total wait time and ride time exceeding 75 minutes 4) Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards.	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Student total wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2021. **Staff Responsible for Monitoring:** Chief Financial Officer Transportation Director Assistant Transportation Director Dispatcher/Route Coordinator Campus Administrators				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 3: The Communications Department will improve district and campus website accessibility by the end of the 2020-2021 school year.

Evaluation Data Sources: Training dates/documents for district webmasters on accessibility
Assessment of accessibility of our current and end of year web pages

Summative Evaluation: None

Strategy 1: Provide training to all campus webmasters and monitor campus website postings and progress to provide support for accessibility implementation on a weekly basis.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 100% of campus webmasters will complete required accessibility training session by October 2020. Weekly contact between the Director of Communications and each campus webmaster will occur from August 2020 through June 2021.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Director of Communications Campus Webmaster				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

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

Summative Evaluation: None

Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus districtwide every week and maintain documentation.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff				

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

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

Performance Objective 5: The Human Resources Department will enhance current communication methods with all staff through a weekly HR Update, a monthly non-campus based HR Corner, expansion of the HR Video Library to a minimum catalog of 14 videos, and continue twice weekly Facebook postings on the Aledo ISD Facebook Career page from August 2020 through June 2021.

Evaluation Data Sources: HR Corner postings
HR Video Library
Aledo ISD Facebook Career page postings

Summative Evaluation: None

Strategy 1: A. HR Corner will be generated and shared in weekly campus based staff communication		**Reviews**			
B. HR Update will be generated and shared in a monthly newsletter for Maintenance, Police, Child Nutrition, IT, Transportation, and Administration Departments		**Formative**			**Summative**
2. Expand HR video library (currently 5 videos) by producing and posting a minimum of one HR video snippet each month from September 2020 through May 2021. Each video will assist employees in completing HR-related tasks.		**Dec**	**Feb**	**Apr**	**June**
3. Continue to post a minimum of twice a week on the Aledo ISD Careers Facebook page from August 2020 through June 2021. Current postings will be expanded to include staff celebrations and highlights.					
Strategy's Expected Result/Impact: 1. A. Provide HR information to principals every Thursday for "HR Corner" in weekly campus staff newsletters beginning the week of August 10th through May 25th. 1. B. Create and disseminate HR Update email monthly newsletter to all non-campus based staff beginning the week of August 10th through May 2021. 2. In each weekly HR department meeting, ideas will be collected for new video snippets for that month. The focus will be on frequently asked questions and HR issues that are timely and relevant. Department will then determine the area of focus for the month and will create video content to post to the growing library no later than the last day of each month beginning in September 2020 through May 2021. The HR Video Library will contain fourteen videos by June 2021. 3. Postings to Aledo ISD Careers Facebook page will occur twice a week from August 2020 through June 2021.					
Staff Responsible for Monitoring: Deputy Superintendent Executive Director of Human Resources Human Resources Staff					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 6: The Athletic Department will achieve 93% course passing rate for all athletes, at the end of each nine weeks reporting period, throughout the school year, by monitoring individual student grades by June 2021.

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

    Summative Evaluation: None

Strategy 1: Each Head Coach/Assistant Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: 93% of student athletes will pass all courses at the end of each nine weeks reporting period by June 2021.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Athletic Director Head Coach/Assistant Coaches				

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

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

Performance Objective 7: Across all AP exams given in grades 9 through 12, Aledo ISD average score per standard will meet or exceed the global averages by July 2021.

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

Summative Evaluation: None

Strategy 1: Review the Instructional Planning Report data to identify the standards from 2017, 2018 and 2019, and develop instructional strategies to increase student performance with AP teachers.	Reviews			
	Formative			Summative
2) AP teachers will meet quarterly to discuss the implementation of high yield instructional strategies being implemented to increase student performance. 3) Implement high yield instructional strategies of Framing the Lesson, Critical Writing, Frequent Feedback, and Formative Assessments focused on the identified standards, to increase student performance. **Strategy's Expected Result/Impact:** 1) Review multiple years of data to review the baseline data for comparison to July 2021 data with the AP teachers. 2) Quarterly meetings will document AP teachers' implementation of high yield instructional strategies being implemented to increase student performance. 3) District Look For data: Framing the Lesson, Critical Writing, Frequent Feedback, and Formative Assessments will be reviewed quarterly for all staff teaching AP courses. **Staff Responsible for Monitoring:** Executive Director of Student Services HS Instructional Specialists Campus Administration AP Teachers	**Dec**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 8: Utilize the data generated by the SchoolDude system to actively and strategically manage the Maintenance Department and facilities in the District on a weekly basis from August 2020 through August 2021.

Evaluation Data Sources: SchoolDude System Key Performance Indicators monthly
SchoolDude Dashboard data daily by Director, weekly by Department

Summative Evaluation: None

Strategy 1: 1. Require all district users utilize the online system to request non-emergency maintenance work (instead of emails, phone calls). 2. Re-training of Maintenance Personnel to ensure that everyone is providing the correct level of detail in work order completion. 3. Conduct a weekly Maintenance Departmental meeting to review Dashboard summary of work orders.	**Reviews**			
	Formative			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. All maintenance personnel will require all district users utilize the online work order system to request non-emergency maintenance work beginning September 1, 2020 and continuing through August 2021. 2. Director of Maintenance, on a weekly basis, will review the dashboard summary of work orders for the week to determine the percentage of work order completion in a seven day window with a goal of 100% completion beginning August 21, 2020 through August 2021. **Staff Responsible for Monitoring:** Chief Financial Officer Director of Maintenance Director of Construction and Facilities General Foreman General Maintenance Lead Maintenance Secretary Maintenance Staff				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 9: The Child Nutrition Department will develop and implement a Cafeteria Evaluation Rating System of critical attributes of an exemplary cafeteria program.

Evaluation Data Sources: Cafeteria Evaluation Rating System (4 point scale): Customer Service, Kitchen Regulations, Kitchen Safety, Equipment, Serving Line, Food Appearance/Taste, Signage/Decor, Nutritional Promotions, and Staff Appearance

Summative Evaluation: None

Strategy 1: Director of Child Nutrition and/or Child Nutrition Supervisor will conduct a minimum of one unannounced cafeteria walk through each month, for each campus, utilizing the Cafeteria Evaluation Rating System. The rating results will be immediately reviewed with the campus cafeteria manager and will include suggestions for improvement as needed. Cafeteria walk throughs will begin in September 2020 and occur monthly through May 2021.	Reviews			
	Formative			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Each campus cafeteria will improve their overall rating each month, reaching a minimum of 80% compliance by May 2021.				
Staff Responsible for Monitoring: Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 10: Expand the utilization of the InTouch system to include fundraisers, paying fees, concession sales, ticket sales and collecting money for any purposes throughout the entire district to at least twenty-five groups and/or activities by June 2021.

 Evaluation Data Sources: The number of groups and/or activities that utilize the InTouch receipting system.

 Summative Evaluation: None

Strategy 1: 1. CFO will meet with all principals and directors to review the capabilities of the InTouch system and discuss possibilities of utilizing the system this school year. 2. Business office staff will work with identified groups and projects to set up the system as needed for each individual activity.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: 1. No later than September 30, 2020 the CFO and Business Office Administrative Assistant will conduct a meeting with all principals and directors to review the capabilities of the InTouch system. A meeting will also be held with the campus secretaries by October 16, 2020. 2. Effective immediately, the Business Office will continue to identify appropriate activities/groups to utilize the system and assist in the set-up for each activity to include no less than twenty-five activities/groups by August 31, 2021.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: CFO Business Office Administrative Assistant Business Manager				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 11: District communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

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

    Summative Evaluation: None

Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day.		Reviews		
		Formative		Summative
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day. **Staff Responsible for Monitoring:** Executive Director of Student Services Director of Communications Lead Nurse				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 12: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

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

Summative Evaluation: None

Strategy 1: 1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff. 2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.	**Reviews**			
	Formative			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff. 2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms. 3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas. **Staff Responsible for Monitoring:** CFO Director of Construction and Facilities				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 13: 2019 bond program construction projects will be completed on time and within budget.

Evaluation Data Sources: Expenditure records for the 2019 bond program
Certificate of Occupancy for Aledo Elementary #6

Summative Evaluation: None

Strategy 1: 1. On-going meetings will be held to establish, monitor, and maintain a schedule of activities to ensure timely completion of the building. 2. Steps to shorten construction time to ten months includes early grading package, purchasing of long lead time items, and other activities which will be identified during the construction of the building.		Reviews		
		Formative		**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 1. Continue the on-going meetings with engineers, architects, contractors, and AISD staff to establish, monitor, and maintain a schedule of activities to ensure timely completion of Elementary #6 through August 2021. 2. Steps to shorten construction time to ten months includes early grading package, purchasing of long lead time items, and other activities which will be identified during the construction of the building through August 1, 2021. **Staff Responsible for Monitoring:** Board of Trustees Superintendent CFO Director of Construction and Facilities				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

District Wide Effectiveness Improvement Committee - DWEIC

Committee Role	Name	Position
District-level Professional	Amber Crissey	Assistant Superintendent of C & I
District-level Professional	Susan Bohn	Superintendent
Classroom Teacher	Amber Wheeler	AHS Teacher
Classroom Teacher	Cathy Williams	AHS Teacher
Classroom Teacher	Jamie Rinehart	AHS Teacher
Classroom Teacher	Lindsey Coomer	ALC Teacher
Classroom Teacher	Rachel Black	D9GC Teacher
Classroom Teacher	Kim Cox	D9GC Teacher
Classroom Teacher	Amanda Sudderth	AMS Teacher
Classroom Teacher	Paula Boldt	AMS Teacher
Classroom Teacher	Robert Summerhill	McAnally Teacher
Classroom Teacher	Kari Ward	McAnally Teacher
Classroom Teacher	Courtney Sawyer	Vandagriff Teacher
Classroom Teacher	Mindy Keating	Vandagriff Teacher
Classroom Teacher	Lindsay Wright	Coder Teacher
Classroom Teacher	Stacey Israel	Coder Teacher
Classroom Teacher	Rebekah Getz	Stuard Teacher
Classroom Teacher	Katie Harbour	Stuard Teacher
Classroom Teacher	Liz Garcia	McCall Teacher
Classroom Teacher	Carol Rodgers	McCall Teacher
Classroom Teacher	Kelly Price	Walsh Teacher
Classroom Teacher	Gracyn Austin	Walsh Teacher
Non-classroom Professional	Ron Shelton	Stuard Principal
Non-classroom Professional	Mandy Musselwhite	AMS Principal
Parent	Codye Weaver	Parent
Parent	Chrystal Bissett	Parent
Parent	Kelly Stevens	Parent

Committee Role	Name	Position
Business Representative	Carma Chisam	Business Representative
Business Representative	Janet Coble	Business Representative
Community Representative	Shawn Callaway	Community Representative
Community Representative	Mindy Flowers	Community Representative
District-level Professional	Lynn McKinney	Deputy Superintendent