

Aledo Independent School District
Aledo Middle School
2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Academic Growth



Mission Statement

The mission of AMS is to provide all students the opportunity to develop their full potential; to inspire critical thinking, collaboration, and creativity; and to be effective communicators in a global society.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

"Be the Difference"

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Comprehensive Needs Assessment

Revised/Approved: September 23, 2019

Demographics

Demographics Summary

Aledo Middle School is a fast-growing campus, dedicated to meeting both the academic and social-emotional needs of our students. Our current student enrollment is 1010 students in grades 7 and 8. The campus staff is comprised of the following members: three campus administrators, fifty-six general education teachers, four special education teachers, two counselors, two instructional specialists, one part-time special education counselor, one campus librarian, one diagnostician, one part-time speech therapist, one nurse, four office staff paraprofessionals, four special education paraprofessionals, and one ISS paraprofessional.

For the 2019-2020 school year, the student population at Aledo Middle School is 45.7% female and 54.3% male. The ethnic breakdown for the current school year is as follows: African American-1.68%; Asian-0.1%; American Indian-0.1%; Two or More Races-4.27%; White-77.15%; and Hispanic-15.8%. Currently, our economically disadvantaged population is 16.7%. The percent of students receiving special education services is 7.4% and the percentage of students receiving ESL services is 3.6%.

AMS strives to foster an environment in which students feel safe and enjoy attending school. This is evidenced by our high attendance rate and strong participation in extracurricular activities. Our attendance rate for the 2018-2019 school year was 96.8%.

During the first few weeks of the 2019-2020 school year, AMS gathered data from a variety of sources and used the data gathered to develop the comprehensive needs assessment. The process for reviewing the data and identifying campus strengths and needs began during Professional Learning Days (August 2019). During this time, instructional staff members reviewed academic, disciplinary, and campus survey data to begin setting campus goals for the upcoming year. In August and September, through weekly Collaborative Team meetings, staff members intensively reviewed data trends to refine academic goals. Staff members also submitted Campus Planning Input Documents stressing both strengths and needs of AMS. The Site Based Decision Making (SBDM) Committee worked together to revise the campus plan based on the campus comprehensive needs assessment on September 23, 2019. The plan was then shared with the AMS faculty for review and discussion.

The plan will be monitored, reviewed, and revised (if needed) in December, February, and April. Summative evaluation of the plan will be conducted in June.

Demographics Strengths

Strengths:

- AMS has a highly qualified faculty that is focused on achieving academic excellence and meeting the needs of all students.
- The faculty continuously evaluates instructional practices and seeks innovative methods to meet the needs of all students.
- Campus culture is supportive and committed to shared vision and goals.
- In August of 2018, our campus staff attended Capturing Kids' Hearts Initial Training. This year will be our second year of implementation. We are exploring additional training in CKH Implementation including Process Champions and Recharge. New staff members will also be trained in the fall semester.

Needs:

- Class sizes are increasing and campus facilities have exceeded functional capacity and are approaching maximum capacity.

Student Achievement

Student Achievement Summary

Aledo Middle School is committed to student achievement and student success. AMS received a “Met Standard” rating on the 2019 accountability rating system. There were many successes to celebrate within the initial accountability rating, including a TEA Distinction in the area of Comparative Academic Growth and an overall score of 93. The AMS teachers worked diligently with parents, students, and each other to meet the needs of the students.

- Identified areas of continued improvement include increasing academic performance for students served in Special Education and ESL. We are also continuing to work to increase the percentage of student achieving the “Masters Grade Level” standard across all content areas.

AMS strives to provide high quality daily instruction. Students are encouraged to become self-directed and take ownership in their learning as they prepare for high school and beyond. Student conferences are held regarding grades, study habits, and overall academic performance. Failure rates are monitored each grading cycle by campus administration and counselors.

Failure Rate Report for 2018-2019

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
7th Grade	12.4%	22.7%	19.4%	14.2%	15%	9.8%
8th Grade	4.4%	10.3%	6.9%	8.2%	7.1%	8.4%

Student Achievement Strengths

Strengths:

- Multiple venues are used to keep parents informed about student progress: Parent Portal, Phone Conferences, Parent Meetings, Utilization of Individual Progress Reports, Report Cards, and Email.
- Continued staff support is offered for all students throughout the school day.
- All students are offered support through Bearcat Base (Content Mastery).
- CAT Time offered daily to provide intervention and extension.
- Eduphoria is beneficial in tracking student progress from year to year.

Needs:

- After an analysis of data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Problem Statements Identifying Student Achievement Needs

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:** Potential discrepancy between rigor of instruction and assessment.

School Culture and Climate

School Culture and Climate Summary

Aledo Middle School students and faculty are very proud of the tradition of academic excellence and the spirit of camaraderie that exists between the school and the community. The Aledo Middle School faculty believes the campus is staffed with caring individuals who work tirelessly to make learning fun and engaging for students. The faculty supports all student activities through participation in pep rallies, homecoming week, attending student games and extracurricular events, and monitoring school dances. This Aledo Middle School faculty is committed to making a difference in the lives of all students in order to help them develop academically, socially, and emotionally.

School Culture and Climate Strengths

Strengths:

- Caring staff committed to academic excellence and student support.
- Caring parents that support the school and community through PTO and AdvoCats.
- Administer annual staff survey at the campus level to obtain feedback.
- Continue staff and student recognition programs (Difference Makers and Employee of the Month).
- Continue a Year End Awards Ceremony for student awards and recognition.
- Sunshine Committee activities.

Needs:

- There is a need to continue to build a sense of community between AMS staff and families.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Due to a high employee retention rate, Aledo Middle School is predominantly composed of experienced teachers. The experiences and wisdom that come with being a veteran teacher, enable the staff to better understand the nature and needs of their students, as well as their own professional development needs.

Teachers meet weekly in grade level, departmental Collaborative Teams to plan instruction, disaggregate common assessment data, and engage in professional learning. Teachers are encouraged to attend district level professional learning including "Just in Time" training. Campus level professional learning stems from discussions regarding gaps in instructional practice.

Teachers are evaluated under the T-TESS appraisal system. Through this system, teachers receive feedback from 2 walk-throughs, 1 formal observation, a pre-conference, and a post-conference. In addition to the goals associated with T-TESS, this year, teachers are also working to achieve SMART Goals set forth by their Collaborative Teams. Professional staff not evaluated through T-TESS meet monthly with campus administration to discuss progress toward professional goals and evaluative tasks.

In an effort to continue to refine instructional practices and meet the goals of our instructional focus, campus administrators are conducting 10 Daily Impact Walks per week. Data collected from these walks is shared with staff members through Collaborative Team meetings. Additional feedback will also be provided through Instructional Rounds and Campus Rounds.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- 100% Highly Qualified Teachers.
- High Staff Retention Rate.
- Campus survey data indicates positive morale and supportive climate.

Needs:

- As evidenced in the campus survey, the sense of unity among staff is declining.
- As the student body becomes more diverse, we need to reflect that diversity in our staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

In previous years, Aledo ISD has worked to develop a common Year-at-a-Glance (YAG) for core subject areas across all grade levels. The District continues to update and revise curriculum documents as needed. This year, as teacher teams refine these documents, they are also working to identify essential standards in order to create a guaranteed and viable curriculum for all learners. In addition, the District has been aggressive in providing additional technology resources available for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. We were also able to add two Instructional Specialists to our campus to support teaching and learning.

Data sources reviewed in identifying curriculum and instruction needs include the teacher resource page provided by the District, collaborative horizontal and vertical team alignment processes, departmental planning processes, and available technology.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- Teacher team developed YAG for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.
- Ongoing development of common assessments and the utilization of results by teachers and administrators to monitor student mastery of material.
- Instructional focus on authentic implementation of Thinking Maps.
- Daily student centered objectives are clearly posted in all classrooms (“We will”, “I will”, and “So That I Can” statements).
- The Fundamental 5 are being implemented throughout all classrooms-primarily focusing on framing the lesson, academic discussion, and critical writing.
- Use of shared drives to facilitate resource sharing, data disaggregation, and collaboration.
- Implementation of Lexia as supplemental tool for supporting academic growth in Reading and Writing.

Needs:

- While there are pockets of student authenticity, overall the use of identified learning structures (Thinking Maps, Critical Writing, and Academic Discussion) are primarily teacher directed.

Parent and Community Engagement

Parent and Community Engagement Summary

The partnership between family, community, and school is vital for student success. The faculty at Aledo Middle School actively solicits parent and community partnerships through organizations such as PTO and AdvoCats.

AMS has also built strong partnerships with community businesses to support teachers and students.

AMS has partnered with Brookshire's of Aledo to recognize an Employee of the Month each month.

Parent and Community Engagement Strengths

Strengths:

- Information on campus web-page and social media accounts (Facebook, Twitter, and Instagram) informs parents about opportunities to be involved at AMS.
- Parent Portal allows parents quick access to student's academic progress.
- Parent Link for administrators allows for disseminating important information to parents.
- Student participation in community service projects through Student Council, NJHS, and Athletics.

School Context and Organization

School Context and Organization Summary

Aledo Middle School is dedicated to providing a welcoming environment in which students grow both academically and in character. We strive to evaluate our systems regularly and seek input from our stakeholders. School decision-making efforts are coordinated through committees and academic departments. The Site Based Decision Making (SBDM) Committee works in conjunction with the staff, parents, businesses, and community members in making decisions for the campus that are in the best interest of the overall student population. Teacher input is valued in the process of curriculum development and implementation of instructional strategies that, in turn, promote the academic success of our students.

It is our belief that extracurricular activities enrich students' lives and lead to a more positive school experience. Extracurricular opportunities include Band, Athletics, Choir, Theatre, Student Council, National Junior Honor Society, Robotics and Aerospace, UIL Academics, Agriculture/FFA, Cheerleading, and Dance.

In order to facilitate strong communication between school and home, multiple communication methods are utilized. Examples include, Monthly Parent Newsletter from Principal, Phone, and Text messaging, class web-pages, Google Classroom, Remind, Parent Portal, Facebook, Twitter, and Instagram.

School Context and Organization Strengths

Strengths:

- Staff updates are disseminated weekly which includes a calendar of events and other relevant “need to know” information.
- Staff is surveyed informally throughout the year and formally once per year.
- Campus web-page is kept current and social media sites (Facebook, Instagram, and Twitter) are also used to communicate with stakeholders.
- Collaborative Team Meetings are conducted weekly.
- Open door policy with administrators.
- Extracurricular activities are increasing each year at AMS.

Needs:

- Feedback from students is limited to informal, daily communication, stressing the need for a formal student feedback system.

Technology

Technology Summary

In an effort to promote technology integration into the classroom, Aledo ISD has provided every classroom teacher with a Promethean board, laptop computer, and iPad. Each classroom is also equipped with five Chromebooks. In addition, AMS teachers have access to 8 chromebook carts (1 designated for each grade level and core subject area) and 2 additional laptop carts. Many classrooms have additional devices as recipients of Aledo Education Foundation grants. The faculty will continue to evaluate existing technology to determine future needs and professional development necessary for effective implementation.

Technology Strengths

Strengths:

- AMS staff is open and willing to obtain training for the implementation of new technology in the classroom.
- The number of student devices is increasing each year.
- District Instructional Technologist available to assist with technology implementation and lesson planning.
- Satellite printers in secure areas for teachers for the purpose of printing confidential information concerning students.
- Implementation of student BYOD.

Needs:

- While improving, campus data reflects that students need additional support with digital citizenship and appropriate use of social media.

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: Potential discrepancy between rigor of instruction and assessment.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data

Goals

Revised/Approved: September 23, 2019

Goal 1: How We Teach: Delivery of Instruction


Performance Objective 1: Aledo Middle School will implement district identified best instructional practices that include: consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing. Consistent use of Thinking Maps will be evident 85% of the time by June 2020.

Evaluation Data Source(s) 1: Data from Daily Impact Walks


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers and students will utilize Thinking Maps with the Frame of Reference. Through continued use, students will begin to use the maps as mid-level tools as opposed to final products to demonstrate mastery.	2.4, 2.5, 2.6	Principal Assistant Principals Team Leaders District Administrators Supervising ESL, SpEd, and CTE Instructional Rounds Teams - Campus and District	Students and teachers consistently construct Thinking Maps that utilize the Frame of Reference with fidelity. Data from Daily Impact Walks will show consistent patterns of evidence, 85% of the time, by June 2020.				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
2) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.	2.4, 2.5, 2.6	Principal Assistant Principals Team Leaders District Administrators Supervising ESL, SpEd, and CTE Instructional Rounds Teams - Campus and District	Students and teachers will consistently transfer information from Thinking Maps to critical writing pieces. Data from Daily Impact Walks will show consistent patterns of evidence. 85% of the time, by June 2020.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue




Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo Middle School will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time, by June 2020.

Evaluation Data Source(s) 2: Daily Impact Walks

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teachers will implement Framing the Lesson into their daily instruction. "We Will", "I Will", and "So That I Can" statements will be visible in all classrooms for every lesson.	2.4, 2.5, 2.6	Principal Assistant Principals District Administrators Supervising ESL, SpEd, and CTE Instructional Rounds Teams - Campus and District	As evidenced through Daily Impact Walks, 100% of teachers will utilize Framing the Lesson daily with fidelity by June 2020.				
2) Teachers will implement Frequent Small Group Purposeful Talk (FSGPT) in their daily instruction. Teachers will utilize the Rigor Rubric to ensure students are provided opportunities for high quality academic discussion while engaging in FSGPT.	2.4, 2.5, 2.6	Principal Assistant Principals	As evidenced through Daily Impact Walks, 100% of teachers will utilize FSGPT daily with fidelity by June 2020.				
3) Teachers will implement Critical Writing in their daily instruction.	2.4, 2.5, 2.6	Principal Assistant Principals District Administrators Supervising ESL, SpEd, and CTE Instructional Rounds Teams - Campus and District	As evidenced through Daily Impact Walks, 100% of teachers will implement critical writing daily with fidelity by June 2020.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2020, Aledo Middle School will move from the "Initiating" level to the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source(s) 1: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will: Indicator #1: * Identify essential learning standards for each unit and clarify criteria for student mastery.	2.4, 2.5, 2.6	Principal Assistant Principals Collaborative Teams Instructional Specialists	100% of core subject Collaborative Teams will rate at the "Developing" level by June 2020.				

Goal 2: Professional Learning Community Actions

Performance Objective 2: 100% of core subject Collaborative Teams will rate at the "Developing" level by June 2020.

Evaluation Data Source(s) 2: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams will: 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.	2.4, 2.5, 2.6	Principal Assistant Principals Collaborative Teams Instructional Specialists	100% of core subject Collaborative Teams will rate at the "Developing" level by June 2020.				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2020, Aledo Middle School will move from the "Pre-Initiating" level to the "Developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Source(s) 3: Ratings on the Professional Learning Community at Work Continuum

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Collaborative Teams: Indicator 1: * Have established a SMART goal and assess progress toward reaching the goal.	2.4, 2.5, 2.6	Principal Assistant Principals Collaborative Teams Instructional Specialists	100% of core subject Collaborative Teams will rate at the "Developing" level by June 2020.				

Goal 3: The Athletic Department will promote 100% course passing rate for all athletes, at the end of each nine weeks reporting period, during their competitive season, by monitoring individual student grades by June 2020.

Performance Objective 1: Each Head Coach will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.

Evaluation Data Source(s) 1: 100% of student athletes pass all courses at the end of each nine weeks reporting period during their competitive season by June 2020.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Coaches will monitor individual student performance weekly to ensure students are passing all courses. Corrective action will be determined as needed.	2.4, 2.5, 2.6	Athletic Director Athletic Coordinator Coaching Staff	100% of student athletes pass all courses at the end of each nine weeks reporting period during their competitive season by June 2020.				

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

Site-Based Decision Making Committee

Committee Role	Name	Position
Principal	Mandy Musselwhite	Principal
Administrator	Alyssa Seay	Assistant Principal
Administrator	Michael Diaz	Assistant Principal
District-level Professional	Lynn McKinney	Deputy Superintendent
Parent	Mioshi Johnson	Parent
Parent	Bobbie Crosslin	Parent
Community Representative	Tanner Partain	Community Member
Community Representative	Andy Bob Ward	Community Member
Business Representative	Jonathan Williams	Business Representative
Business Representative	Billie Suchocki	Business Representative
Non-classroom Professional	Brenda Day	Librarian
Classroom Teacher	Lynn Richter	Teacher
Classroom Teacher	Rickie Hartmann	Teacher
Classroom Teacher	Kristie Vandergriff	Teacher
Classroom Teacher	Luke Jennings	Teacher
Classroom Teacher	Marla Jones	Teacher
Classroom Teacher	Janie York	Teacher
Classroom Teacher	Melanie Athey	Teacher