Aledo Independent School District

McAnally Middle School

2022-2023 Campus Improvement Plan

Mission Statement

To ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

McAnally Middle School (MMS) opened its doors on August 17th, 2022. MMS is a sixth through eighth grade campus with 862 students and is the second middle school in the history of Aledo ISD, sharing 6-8 grade responsibilities with Aledo Middle School (AMS). There are 311 sixth-grade students, 274 seventh-grade students, and 277 eighth-grade students attending MMS. Built to respond to the fast growth of our district, and to support middle aged children, MMS has a working capacity of 1240 students. Students attending MMS come from feeder elementary schools Annetta, Coder, McCall, and Walsh. The campus has 54 full-time teachers, sharing 5 teachers with AMS, and 21 professional staff. As a new campus, staffing was our biggest challenge. Our staff is made up of teachers coming from McAnally Intermediate School (30 staff), transfers from AMS or other AISD campuses (10), and new hires from outside the district (35). Of our staff that was hired from outside the district, 8 have fewer than 3 years experience.

Additional student demographic information is outlined in the chart below.

White	70.77%
Hispanic	20.88%
American Indian	0.35%
African American	1.86%
Asian	0.70%
Multi-Racial	5.45%
Economically Disadvantaged	21.93%
Special Education	9.74%
Emergent Bilingual	3.60%%

The CNA and Campus Plan were developed over a series of two workshops (9/12/22, 9/19/22). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, and Instructional Focus Data. The overall Campus Plan was finalized on October 4, 2022, and shared with the faculty for review.

The plan will be monitored, reviewed, and revised at Campus Improvement Committee meetings in January, March, and May.

Demographics Strengths

Strengths

- *Additional faculty/staff was added to address the growing student population and instructional needs.*
- *The addition of this second campus has allowed for more opportunity academically and in extracurricular activities.*

Needs

- *Ensuring that as we bring all of these stakeholders (students, staff, parents, community) together for the first time, we create belonging and engagement.*

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ensuring a high sense of student and parent belonging and engagement with the campus amongst the students, staff, and parents. **Root Cause:** The inaugural year of a new campus creates the challenge of merging many stakeholders.

Student Achievement

Student Achievement Summary

As a new campus, McAnally has not received accountability ratings on STAAR assessments. In evaluation of our students STAAR data, separated from those students attending AMS, we found the following.

Incoming 6th graders: Reading	72.83% Met expectation
Incoming 6th graders: Math	59.62% Met expectation
Incoming 7th graders: Reading	62.45% Met expectation
Incoming 7th graders: Math	63.27% Met expectation
Incoming 8th graders: Reading	77.09% Met expectation
Incoming 8th graders: Math (7th Grade STAAR)	24.80% Met expectation
Incoming 8th graders: Advanced Math (8th Grade STAAR)	74.51% Met expectation

Students in 6-8 are assessed on a "Beginning of Year," "Middle of Year," and "End of Year" MAP test. Map is a norm referenced assessment that gives our campus insight into our students reading and math levels compared on a national level.

As a campus we have developed, and are improving upon, processes and instructional practices that engage students through high quality instruction. Our master schedule provides three separate grade level FLEX times of 30 minutes where teachers have access to all students in their grade level for Tier II and Tier III intervention supports. We share two intervention specialist with AMS, who are targeting students for Tier III intervention support based on MAP and STAAR data. Along with this support system, MMS will be implementing small group tutorials through ESSER funding as additional intervention for students in need.

In evaluation of our students STAAR data, problem of practice, and students who qualify for HB 4545 tutoring, our team has determined that a commitment to the workshop model will allow greater differentiation and engagement for students at all levels.

In evaluation of our students regarding HB 4545, below are the number of students per grade and subject that will require the extra 30 hours of tutoring.

6th Math	32
7th Math	25
8th Math	38
6th Reading	30
7th Reading	46
8th Reading	20

Student Achievement Strengths

Strengths

- *Specific student intervention time in the master schedule to work with small groups, addressing individual student needs.*
- *Teachers meet weekly in collaborative teams to disaggregate data and plan intervention and extension.*

Needs

- *Continued Professional Learning on the Workshop Model to ensure fidelity in implementation.*
- *Additional support for the number of students requiring HB4545 hours.*

Title funding will be utilized for:

Title I:A $1,420: supplies for homeless students
Title I:C $2,541: Migrant Shared Service Agreement with Region 11
Title II: $8,048: Professional Learning for all staff
Title III: $19,880: Supplies, tutoring, and professional learning
Title IV: $11,833: Activities to support safe and healthy students
ESSER: $7000: Funding to provide tutorials for students with learning loss

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): After an analysis of campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** A lack of a well developed Multi Tiered System of Support for teachers and students.

School Culture and Climate

School Culture and Climate Summary

McAnally Middle School is in the process of finding our identity as a new campus. We believe in a climate that fosters students belonging across all demographics and interests. We also believe in holding ourselves and our students to very high expectations. As a new school in Aledo ISD, our task is to create the culture we desire while still maintaining the success that our district has sustained. Student survey data at the 6-8 grade level in previous years points to students needing to feel more secure and more connected to their school. Our parents want their students to experience a rigorous but fun education with multiple opportunities for students to engage in their interests.

Our strategic plan for creating a positive culture started with hiring staff beginning in March of 2022. Our hiring process focused as much on fit for the culture we want as it did expertise. A positive and consistent social media campaign began in April of 2022 with newsletters followed by Instagram, Facebook, and Twitter communication that solidified our message of belonging. Key work was also conducted in our staff professional learning week prior to school starting. This was our first opportunity to bring our staff together and make deep, meaningful, connections within our school. We have had massive turnout for events such as Meet The Teacher, with an estimated attendance of over 800 people. We also conducted an all grade level McCat camp to proved an opportunity for our students to build connection and relationships with other students prior to school starting. While we maintain these initiatives, our focus will be on the House System and Positive Behavior Intervention Supports (PBIS) points moving forward in order to continue to provide positive feedback to students regarding their belonging and engagement on our campus.

MMS is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions daily and teachers are working collectively to provide these opportunities to students. Ninety five percent of the teachers are fully certified, with 4 teachers working on alternative certification through reputable ACP's. Team-building exercises were built into teacher in-service to support the development of a high-performing team.

The counseling program will provide behavioral support, SOS Signs of Suicide, guidance lessons, small group counseling, and character education. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students.

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

School Culture and Climate Strengths

Strengths:

- *MMS has a collaborative culture where teams of teachers work together to ensure high levels of learning for all students.*
- *The strategic plans implemented in opening the school, such as Meet the Teacher, Social Media Campaigns, consistent parent communication, beginning implementation of the House System, McCat Camp, and strategic hiring have created a very positive association and belief in MMS.*
- *The school has effective safety plans.*
- *Campus administration is making an intentional effort to maintain systems and structures to support the expectation of excellence as the campus grows rapidly.*

Needs:

- *Title II funding ($8,048) will be allocated for staff members to engage in professional learning opportunities.*

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Ensuring a high sense of belonging and engagement with the campus amongst the students, staff, and parents. **Root Cause:** The inaugural year of a new campus creates the challenge of merging many stakeholders.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McAnally Middle School is comprised of veteran and new staff members. The campus has 54 full-time teachers, sharing 5 teachers with AMS, and 21 professional staff. As a new campus, staffing was our biggest challenge. Our staff is made up of teachers coming from McAnally Intermediate School (30 staff), transfers from AMS or other AISD campuses (10), and new hires from outside the district (35). Of our staff that was hired from outside the district, 8 have fewer than 3 years experience. Four of our staff have been selected for the C&I departments Teacher Leadership Cohort.

Teachers new to MMS participate in a campus New Teacher Induction Program where they meet once a month for training and orientation. Teacher mentors are assigned to new staff with less than 3 years of experience to support their transition into the profession and to MMS.

MMS is a learning community made up of 75 faculty and staff members. All Teachers have a bachelor's degree and are fully certified to teach their assigned courses or are working with approved Alternative Certification Programs (ACP).

Teachers meet to engage in the PLC at Work process during weekly collaborative team meetings. Professional learning is a part of the campus culture and is incorporated regularly. Teacher leaders have the opportunity to provide professional learning for their peers., and Just-in-Time training opportunities will be offered throughout the year. Teachers are engaging in the PLC at Work Conference on a rotational basis. Opportunities to build relationships are provided through various social gatherings, and team-building activities were built into Teacher In-Service to facilitate the development of a high-performing team.

Teachers are evaluated through the T-TESS appraisal system and develop two professional goals annually. Administrators conduct 2 formal walkthroughs and a full observation to evaluate teacher effectiveness and provide coaching as needed. In addition, administrators are conducting Daily Impact Walkthroughs to monitor the implementation of the district instructional priorities.

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

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- *We were able to attract and hire 35 new staff members in the midst of a severe teacher shortage.*
- *Our staff has blended well and our teams are already deeply engaged in the PLC process.*
- *The mixture of so many staff members brings new ideas and techniques into our district.*
- *Support provided to the new teachers through the New Teacher Induction program as well as campus support.*

Needs:

- *Ongoing development of our instructional focus and it's consistent use in the classroom.*
- *Time to establish professional relationships, procedures, and routines to effectively meet the needs of students.*
- *Teacher recognition for accomplishments and contributions.*
- *Title II funding ($8,048) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.*

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Not all staff have been able to engage in, and refine, their practice in alignment with AISD instructional focus. **Root Cause:** 35 new to Aledo staff members.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of MMS is working to support the District Instructional Focus for the 2022-2023 school year. Teachers are implementing the Workshop Model with a focus on rigor and relevance to address the District Problem of Practice.

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. Curriculum specialists also facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Teachers also participate in curriculum writing and curriculum mapping where they identify essential standards and develop common assessments. Many teachers at MMS are curriculum writers for the C&I department.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, teacher iPads, student devices, Eduphoria, Canvas, and other applications. Teachers have been trained in the Workshop Model, Thinking Maps, Canvas, and other technology integration that they are implementing into instruction. The T-TESS process is utilized to facilitate teacher growth. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension.

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

- *There is a common instructional focus across the district and campus.*
- *Professional learning opportunities are directly related to the instructional focus.*
- *Collaborative teams are continuing to align instruction and assessment through the development of essential standards and common assessments.*
- *Learning walks allow campus-wide data to be collected and shared with the faculty to increase the implementation of the instructional priorities.*
- *A focus on student-driven learning is increasing student engagement and relevance.*
- *With the split of the 6-8 campuses, there is more opportunity for students to engage academically and in extracurricular activities.*

Needs:

- *Title II funds ($8,048) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.*
- *Teachers are not yet implementing the district instructional focus at the target level.*

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our campus STAAR scores across all grades and content are showing a gap in student achievement at the Meets and Masters levels. **Root Cause:** Students entering our campus with learning gaps that have not been addressed.

Parent and Community Engagement

Parent and Community Engagement Summary

McAnally Middle School believes that student success heavily relies on parent and community involvement. The school encourages participation by providing various opportunities for involvement such as new student orientation, PTO, AdvoCats, Aledo Education Foundation, community partnerships, a parent volunteer program, mentoring, and regular opportunities for two-way communication. The campus website, Parent Link, Remind, weekly newsletters, and a consistent social media presence are ways the campus is trying to increase communication and transparency. Teachers are also utilizing their web pages, Canvas, Remind, and other resources to keep parents informed.

We host various parent events including Meet the Teacher, Curriculum Night, and Bearcats of Excellence award ceremonies. Additionally we are developing plans for ongoing parent engagement opportunities. Parent newsletters also provide direct resources for parents to best support their students academically at home.

Parent and Community Engagement Strengths

Strengths:

- *There is strong communication from the district and schools to parents on a weekly basis.*
- *Support from local businesses by providing resources and/or financially supporting the school district.*
- *Excellent parent and community involvement/presence at all student activities and support for student needs.*

Needs:

- *Continue the development of parent/community engagement activities.*

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: To be successful, MMS must engage all stakeholders with fidelity and create a positive sense of community. **Root Cause:** As a new campus, we are still building our foundation of engagement.

School Context and Organization

School Context and Organization Summary

McAnally Middle School is a brand new campus, and the first secondary campus to be split in Aledo ISD. We serve students in grades 6-8 along with Aledo Middle School. This is the first time in many years that middle levels will incorporate 6th grade along with 7th and 8th. This three grade level model was adopted in response to our fast growth and student needs. Our students feed into MMS through Annetta, Coder, McCall, and Walsh elementary schools.

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents, and community members to make organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in curriculum writing and program selection and implementation.

A master schedule has been developed that supports the PLC at Work process. Collaborative teams meet weekly to engage in work surrounding the 4 PLC critical questions to ensure high levels of learning for all students. All teachers have been assigned to a specific department which is led by a Department Chair. Each collaborative team also has a Collaborative Team Leader charged with guiding their individual teams. The campus has increased the number of collaborative teams; eliminating the unnecessary singleton teachers so collaboration and collective responsibility are possible.

School Context and Organization Strengths

Strengths:

- *The implementation of a 6-8 campus model.*
- *Increase in the number of collaborative teams working together.*
- *More opportunities for teacher leadership, such as mentors, Department Chairs, and collaborative team leaders.*
- *Flex is being utilized to maximize individual instruction, intervention, and extension.*

Needs:

- *The ongoing development of the culture of our school, incorporating all of the new stakeholders into our work.*

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Incorporating 6-8 grade while maintaining tight alignment across both middle school's. **Root Cause:** The challenge of adding a secondary school to the district.

Technology

Technology Summary

McAnally Middle School is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology that can be integrated into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board and Teacher iPad. Students have been issued a district device or may bring their own approved device to school which also allows for increased technology integration. The use of the Canvas LMS system allows teachers to post assignments and instructional resources online for students, and the Go Guardian program allows them to monitor student technology usage on school-issued devices.

Teachers have access to Remind and email as a way to communicate regularly with parents.

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

Technology Strengths

Strengths:

- *Students all have a technology device that helps faculty maximize technology integration.*
- *Classroom based technology is highly effective in a 21st century classroom.*

Needs:

- *Students are not required to utilize a school district device which creates monitoring limitations.*

Problem Statements Identifying Technology Needs

Problem Statement 1: Maintaining consistent use of technology for every student. **Root Cause:** Incorporating personal devices into daily instruction.

Priority Problem Statements

Problem Statement 1: After an analysis of campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Root Cause 1: A lack of a well developed Multi Tiered System of Support for teachers and students.

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 goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- 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
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 1: McAnally Middle School will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2023.

Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.	**Formative**			**Summative**
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, districtwide, by June 2023.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McAnally Middle School 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 2023.

    Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily instruction.	**Formative**			**Summative**
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 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration	**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will implement Critical Writing in daily instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. **Staff Responsible for Monitoring:** Campus Administration District Administration	**Dec**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: McAnally Middle School will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023.

    Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details		Reviews			

Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.
    Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.
    Staff Responsible for Monitoring: Campus Administration
District Administration
		Formative			**Summative**

		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			

Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.
    Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.
    Staff Responsible for Monitoring: Campus Administration
District Administration
		Formative			**Summative**

		Dec	Feb	Apr	June
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue		

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of the McAnally Middle School collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will:	**Formative**			**Summative**
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.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 86% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialist Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the McAnally Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1:	**Dec**	**Feb**	**Apr**	**June**
*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. **Strategy's Expected Result/Impact:** 85% of collaborative teams will rate at the Developing level on Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration District Administration				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the McAnally Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**
Indicator #1: *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.	**Dec**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 77% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. **Staff Responsible for Monitoring:** Collaborative Teams Instructional Specialists Campus Administration District Administration				
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 Athletic Department will ensure equity between Aledo Middle School and McAnally Middle School and address consistent expectations of our athletic program at both campuses during the 2022-2023 school year.

Evaluation Data Sources: The Athletic Director will conduct and document a combined average of six monthly observations at both Aledo ISD middle school athletic events

Strategy 1 Details	Reviews			
Strategy 1: Athletic Director will observe practices/games at each of the two middle schools a combined total of six times per month and meet with all athletic coordinators once a month to review feedback.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Continuous collaboration between the two middle schools will occur each month and questions/issues and/or supply needs will be addressed in a timely manner. **Staff Responsible for Monitoring:** AMS/MMS Athletic Coordinators Athletic Director Campus Administration				
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: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

    Evaluation Data Sources: Paraprofessional turnover rate of less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles.	**Formative**			**Summative**
B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals.	**Dec**	**Feb**	**Apr**	**June**

C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.
 	
    Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%.
    B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.
 	
    Staff Responsible for Monitoring: Executive Director of Human Resources
Campus Administration				

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 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved amounts for each project.

Evaluation Data Sources: Expenditure records for the 2019 bond program will document the completion of all projects within the Board approved budget for each project by June 2023.

Strategy 1 Details	Reviews			
Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023. **Staff Responsible for Monitoring:** Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction 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 4: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

Evaluation Data Sources: Volunteer data reports, attendance at parent events, participation of parents in campus/district committees, and Panorama family survey data will be monitored during the 2022-2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year. **Staff Responsible for Monitoring:** Director of Communications Campus Administration District Administration				

Strategy 2 Details	Reviews			
Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications				

Strategy 3 Details	Reviews			
Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate. Parents are too busy; School staff seem too busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. **Strategy's Expected Result/Impact:** The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration	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 5: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

Evaluation Data Sources: External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year. Daily campus police officer checks, reported via google survey to the Chief of Police, will document 100% of identified doors being locked by June 2023.

Strategy 1 Details	Reviews			
Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage. **Staff Responsible for Monitoring:** Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services				

Strategy 2 Details	Reviews			
Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment. **Staff Responsible for Monitoring:** Chief of Police All Campus Officers Campus Administration Campus Staff				

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

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Josh Jenkins	Principal
Non-classroom Professional	Cliff Boltwood	Campus Police Officer
District-level Professional	Mercedes Mayer	Director of Communications AISD
Classroom Teacher	Carnell Simmons	Teacher
Classroom Teacher	Lauren Sears	Teacher
Classroom Teacher	Chrissy Gallegos	Teacher
Classroom Teacher	Brittany Salt	Teacher
Classroom Teacher	Paige Park	Teacher
Classroom Teacher	Louisa McQuade	Teacher
Parent	Carol Satterfield	Parent
Parent	Zac Stillwell	Parent
Business Representative	Jenny Byrd	Business Representative
Community Representative	Andrea Villafana	Community Representative
Community Representative	Rhonda Psencik	Community Representative
Business Representative	Monika Cooper	Business Representative