

Aledo Independent School District
Daniel Ninth Grade Campus
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Social Studies



Mission Statement

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

Vision

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

Motto

The start of something great!

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

Comprehensive Needs Assessment

Revised/Approved: October 17, 2018

Demographics

Demographics Summary

Don R. Daniel Ninth Grade Campus is the only campus serving ninth grade students in Aledo Independent School District in Aledo, TX. The student population at Daniel Ninth is 464 students with 48% female and 52% male. The ethnic breakdown is as follows: African American 1.3%; Caucasian 80.2%; Hispanic 15.3%; Other 4.1%. Ten percent of our population is classified as economically disadvantaged. The percent of students receiving special education services is 5.2%, and we currently have eleven students receiving ESL services. The campus has 20 full-time instructional professional staff members and shares an additional 10 instructional professional staff members with AHS and/or AMS. We also have access to the AHS instructional professional staff for students to take CTE and Fine Arts electives.

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

The CNA and Campus Plan were developed over a series of three workshops (8/21/2018, 10/8/2018, 10/17/2018). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Climate Survey Results, Attendance Reports, AP Planning Report, PSAT Participation Data. The previous year's assessment was used as a jumping off point and all necessary revisions were made by the campus faculty and by the Campus Improvement Committee. The overall Campus plan was finalized by the committee on October 17, 2018 and shared with the entire faculty for review and discussion.

The Plan will be monitored, reviewed and revised at Campus Improvement Committee meetings in February, April and June.

Demographics Strengths

- Growth in Hispanic Population has been met with positive growth in EOC scores.
- High level of participation across demographic groups in extracurricular activities.
- Implementation of Capturing Kids Hearts has led to lower discipline referrals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate is below 98%. **Root Cause:** Ability of parents to provide students with out of school activities and opportunities during the school day/year.

Student Achievement

Student Achievement Summary

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. The campus received the maximum “Met Standard” accountability rating from the state for our 2017-2018 STAAR End-of-Course Exams. The Campus earned an Academic Distinction in Social Studies Advanced Placement participation. Faculty, staff, parents and students value and maintain high standards for achievement. Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied on-going assessments, and differentiated instruction. Professional Learning Communities identify struggling students and develop intervention plans for them to address their individual needs. Teachers work to build relationships with their students so they know their strengths and needs.

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

Student Achievement Strengths

Strengths

- Growth in Hispanic Population has been met with positive growth in EOC scores
- Earned an Academic Distinction in Social Studies AP Participation

Needs

- Title 3 funding will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
 - * Staff development with a focus on serving ELL students - \$2,000. Supplemental materials - \$2,000 and Tutors for ELL students - \$10,000
- Title 1 funding will be utilized to provide services to ELL students in the following areas:
 - * Teaching materials - \$10,000, Staff development - \$10,000 and Tutors - \$5,000
- In addition, Title 1 funding will be utilized to supplement Summer School offerings for grades 5 and 8, Pre-K, Kindergarten, ESL, EOC and Dyslexia students as follows:

* Summer School personnel - \$80,000, Summer School transportation - \$20,000 and Summer School materials - \$3,000

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Lack of Campus Distinctions does not reflect a desire to excel or level of expectations. **Root Cause:** Comparison Groups change from year to year (moving target).

Problem Statement 2: Only 52% of students met and/or exceeded progress in Algebra I. **Root Cause:** There is a need to better utilize student performance data (Curriculum Assessment and MAP data) to guide instructional decisions.

School Culture and Climate

School Culture and Climate Summary

The Daniel Ninth Grade campus strives to maintain a culture of excellence. The climate is one that fosters relationships, creativity, innovation, fun, and high expectations for achievement, character and behavior. A parent volunteer program has been developed to increase parental support and involvement. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students.

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

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

School Culture and Climate Strengths

Strengths

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture.
- High expectations are clearly communicated to students.
- Student organizations such as Leading Ladies, Friends of Rachel, and Student Council facilitate projects and programs that promote a positive school culture and climate.

Needs

- Title 4 funding, \$20,000, will be allocated for staff members to receive training in Capturing Kids' Hearts.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: As indicated in the Parent Climate Survey, they believe that student success is not recognized frequently enough. **Root Cause:** High percentage of high achieving students raises the bar for overall recognition.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Daniel Ninth Grade Campus is a small learning community made of up 35 faculty and staff members. The average number of years of experience for teachers at Daniel Ninth is 15.6 years. All Teachers have their Bachelor' Degree and are fully certified to teach their assigned courses. Seven teachers also have their Master's Degree.

Teachers meet to collaborate, share ideas, and plan instruction during weekly PLCs. Administration intentionally plans activities and events to facilitate the building of new relationships in an effort to create a high-performing team. Professional learning is a big part of the campus culture and is incorporated regularly through learning lunches, book studies, etc. Teachers are required to attend Capturing Kids' Hearts and are given the opportunity to attend TCEA and PAP conferences on a rotational basis. Additionally, teachers are encouraged to participate in district level professional learning opportunities such as "just in time" trainings. New teachers participate in a New Teacher Induction program where they are provided training, an experienced teacher to serve as their mentor, and the opportunity to observe master teachers.

Teachers are evaluated through the T-TESS appraisal system on an annual basis. They develop two professional goals and create an SLO for their students to measure student growth. Administrators conduct 3 formal walk-throughs and a full observation as a way to evaluate teacher effectiveness and provide coaching as needed. In addition, Administrators are conducting Daily Impact Walk-throughs and Instructional Rounds to monitor the quality of instruction. Teachers are invited to participate in the Campus Instructional Rounds.

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

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Staff has a high average experience level, which allows newer faculty to work with and learn from more-experienced teachers.
- The Capturing Kids' Hearts training has created a staff that focuses on student relationships and that builds high-performing teams within their classrooms.
- Teachers are supported and collaborate through Professional Learning Communities on a weekly basis.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$19,000 allocated for Aledo High School and Daniel 9th Grade Center.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The retention rate for staff who are shared between campuses is, anecdotally, much lower than the retention rate for staff as a whole.

Root Cause: Traveling between campuses puts additional strain on the teacher and results in less support for the teacher due to time constraints.

Problem Statement 2: As indicated in the Teacher Climate Survey, teachers don't feel as if they have a voice at the district level. **Root Cause:** Lack of communication and/or input-seeking from district administration and rapid growth.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty of Daniel Ninth, under the guidance of district and campus administration is working to support the District Instructional Focus for the 2018-2019 school year. Teachers are implementing Thinking Maps and the Fundamental 5 strategies to address the District Problem of Practice which specifically addresses student progress and critical writing.

Teachers are receiving district and campus professional development to provide support as they adjust instruction to align with the instructional focus. The principal also facilitates 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 PLCs on a weekly basis to collaborate, evaluate student data and plan for learning. Many teachers participated in curriculum writing during the summer of 2018.

The school has taken steps to ensure the integration of technology into instruction by including Promethean Boards, Teacher iPads, Student devices, Eduphoria, Blackboard, Google Classroom, and Student Response Systems in the classrooms. Teachers have been trained in Marzano High Yield Instructional Strategies, *The Fundamental 5* Instructional Strategies, Thinking Maps, technology integration, Project-Based Learning that they are implementing into instruction. The T-TESS process is being implemented to facilitate teacher growth in curriculum and instruction, and teachers are implementing the “Student Learning Objective” piece of T-TESS this year to track student growth.

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, available technology, observations, and collaborative departmental alignment.

Curriculum, Instruction, and Assessment Strengths

- Continued implementation of Thinking Maps and Fundamental 5 strategies.
- Access to a variety of instructional strategies and innovative resources.
- Professional Learning Communities established and meeting weekly for collaboration and instructional planning.
- Large number of course offerings and endorsement pathways available for students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Lack of STEAM integration across the curriculum. **Root Cause:** Lack of time, knowledge, and training for STEAM integration.

Problem Statement 2: Teachers are not yet implementing the district instructional focus non-negotiables at the desired level. **Root Cause:** Lack of clarity

of expectations and the need for coaching and professional learning.

Problem Statement 3: Students are not writing on a daily basis in all core classrooms. **Root Cause:** Lack of intentional planning and integration due to wide variety of TEKS and skills to be taught.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Additionally, we host a Parent Fish Camp Event, Open House Parent Informational Meeting, and parent "Coffee Talks" to provide direct resources for parents to best support their students academically and socially at home.

Parent and Community Engagement Strengths

- Campus uses wide variety of systems to communicate with parents and the community.
- Campus has a high level of parent involvement in booster clubs, campus events, and activities.
- Student organizations and extracurricular activities provide many community service opportunities for students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Twenty six percent of parents completed the climate survey in 2017-2018. **Root Cause:** Parents don't make it a priority or find value in providing the requested feedback.

Problem Statement 2: Parents don't feel equipped by teachers or the school to help their student at home. **Root Cause:** Lack of communication by teachers to parents.

School Context and Organization

School Context and Organization Summary

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

The school utilizes a Campus Improvement Committee made up of the principal, other professional staff, teachers, parents and community members to make operational and organizational decisions. The campus also has a Leadership Council comprised of teacher leaders and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement.

Teachers also play an active role in decision-making at Daniel Ninth Grade Campus as administration meets regularly with small groups, departments, individuals, and the faculty as a whole. They are given a voice as they play a vital role in curriculum writing, and program selection and implementation. Core content areas meet weekly in Professional Learning Communities to collaborate, plan and make organizational decisions.

Students are offered multiple career pathway options through the five endorsements that are available at DNGC. They have various course options and extracurricular opportunities available to them.

School Context and Organization Strengths

- Large selection of CTE courses for students to explore.
- Continued usage of Professional Learning Communities for teachers to collaborate.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Student and Parents have limited knowledge regarding career pathways and endorsements. **Root Cause:** Overview provided at Orientation but full presentation not given until Personal Graduation Plan Meetings in January.

Technology

Technology Summary

Daniel Ninth Grade Campus is equipped with technology that provides students with enriched learning opportunities. Teachers have immediate access to instructional technology and regularly integrate it into instruction. Each classroom is outfitted with a Teacher Presentation System including a Promethean Board, Teacher iPad, and student Chromebooks. Teachers also have access to Smart Student Response Systems, iPads, mirroring software, and iPads and Chromebooks to check out as needed. They are also integrating BYOD learning activities into instruction. Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 Tools and apps, and Google Apps for Education are utilized by faculty and students on a regular basis. Teachers all have individual web pages through the Blackboard campus website.

The campus also has three mobile Chromebook carts, two computer labs, three science labs, a lecture hall, Distance Learning Equipment, and a library outfitted with student computers and Promethean Board. We also have a STEAM Studio and Mac Lab giving students access to high tech, innovative technology tools. In addition to instructional technology, the campus has technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building (updated summer of 2016).

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

Technology Strengths

- Students have consistent and wide access to technology resources for their educational use.
- Teachers have good technology resources available for their instructional use.
- Security technology has effective coverage throughout the campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: One hundred percent of teachers are not consistently using the technology that is available. **Root Cause:** Lack of instructional technology coaching

Problem Statement 2: Teachers struggle to find appropriate use of Chromebooks. **Root Cause:** The limited Chromebook-to-Student ratio.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, discipline, attendance, and mobility
- Section 504 data

- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data

Parent/Community Data

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

Goals

Goal 1: What We Teach: Guaranteed and Viable Curriculum

Performance Objective 1: Aledo ISD will intentionally design instruction for students through embedding four required district components in weekly lesson plan submissions, 100% of the time, by June 2019: TEKS-We Will, Daily Tasks Products-I Will, High Level Questions, Critical Writing/Academic Discussion

Evaluation Data Source(s) 1: Progress monitor evidence of the four required lesson plan components through a weekly review by campus administration. Each administrator will review five lesson plans, per week, for the presence of the four required lesson plan components ensuring that 100% of the staff lesson plans will be monitored each semester.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) A Lesson Plan Learning Lunch will be facilitated for teachers to address common misconceptions and challenges regarding lesson plan requirements as evidenced through administrators' weekly Lesson Plan Reviews.</p>	2.4, 2.5	Campus Principal	100% of Teachers will incorporate all 4 Lesson Plan Non-negotiables.				
Problem Statements: Curriculum, Instruction, and Assessment 2							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) In house professional learning will be offered related to Planbook.com lesson planning resource so that teachers can confidently and efficiently utilize when planning for student learning.</p>	2.4, 2.5	Campus Administration	Teachers are able to maximize the use of the planbook.com tool in lesson planning to ensure efficiency as they include the four district non-negotiables.				
Problem Statements: Curriculum, Instruction, and Assessment 2							
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Academic Departments will meet as a Professional Learning Community on a weekly basis for collaboration, data review, and instructional planning.</p>	2.4, 2.5	Campus Principal Department Chairs	Teachers will provide a guaranteed, viable curriculum that is aligned.				

Critical Success Factors CSF 1 CSF 4 CSF 7 4) Teachers will embed TEKS (We Will) into weekly lesson plan submissions ensuring that learning experiences are standards-driven.	2.4, 2.5	Campus Administration	100% of the teachers' lesson plans reviewed by campus administration will embed TEKS into their daily lesson plans to ensure standards-driven instruction.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 1 CSF 4 CSF 7 5) Teachers will include meaningful tasks and products (I Will) in their lesson plans that are aligned to the rigor of the standards.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed meaningful tasks and products into their daily lesson plans to ensure that instruction is aligned to the rigor of the standards.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 4 CSF 7 6) Teachers will include high level questions in their lesson plans to scaffold critical thinking daily.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed high level questions into their daily lesson plans to ensure that students are able to respond to rigorous questions generated by teachers and peers.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 1 CSF 4 CSF 7 7) Teachers will include opportunities for critical writing and academic discussion in their lesson plans to provide students with opportunities for written and verbal communication.	2.4, 2.5	Campus Administration District Administration	100% of the teachers' lesson plans reviewed by campus administration will embed critical writing and academic discussion into their daily lesson plans to ensure that students effectively communicate in written and verbal expression.				
	Problem Statements: Curriculum, Instruction, and Assessment 3						

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Teachers are not yet implementing the district instructional focus non-negotiables at the desired level. Root Cause 2: Lack of clarity of expectations and the need for coaching and professional learning.
Problem Statement 3: Students are not writing on a daily basis in all core classrooms. Root Cause 3: Lack of intentional planning and integration due to wide variety of TEKS and skills to be taught.


Goal 2: How We Teach: Delivery of Instruction

Performance Objective 1: Aledo ISD will implement district identified best instructional practices that include; consistent implementation of Thinking Maps that utilize Frame of Reference and Thinking Maps taken to writing.

Evaluation Data Source(s) 1: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds, one conducted in the fall and one in the spring on each campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Daily Impact Walk data will be shared with the campus and departments each 6 weeks to provide performance feedback.	2.4, 2.5, 2.6	Campus Principal	Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Math, Science & ELAR departments will utilize a specific Data Analysis Protocol each grading cycle to evaluate student performance on Curriculum Assessments.	2.4, 2.5, 2.6	Campus Principal Department Chairs	Instructional decisions will be informed by data analysis and departments will implement instructional strategies to address areas of need/concern.				
	Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 3) Teachers will be provided immediate feedback regarding missed opportunities in regards to the implementation of the district-identified best practices through Daily Impact Walk and T-TESS Walk-through feedback.	2.4, 2.5, 2.6	Campus Administration	Teachers will increase their implementation of the district-identified best practices as a result of the frequent feedback and coaching.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 4) An Advisory Lesson will be created and shared with students and parents emphasizing the value of Thinking Maps and the academic benefits of utilizing those as a tool for thinking.	2.4, 2.5, 2.6	Campus Administration	Teachers will experience less push back from students and parents as the increase the use of Thinking Maps as an instructional tool.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Teachers will utilize Thinking Maps with the frame of reference for processing key information and for increasing rigor and relevance.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	Students and teachers consistently construct Thinking Maps that utilize the frame of reference with fidelity. Data from daily impact walks will show consistent patterns of evidence , district - wide, 80% of the time, by June 2019.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Teachers will provide opportunities for students to transfer information from Thinking Maps to critical writing.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL	Students and teachers consistently transfer information from Thinking Maps into critical writing. Data from daily impact walks will show consistent patterns of evidence , district - wide, 80% of the time, by June 2019.				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						
							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Only 52% of students met and/or exceeded progress in Algebra I. Root Cause 2: There is a need to better utilize student performance data (Curriculum Assessment and MAP data) to guide instructional decisions.
Curriculum, Instruction, and Assessment
Problem Statement 2: Teachers are not yet implementing the district instructional focus non-negotiables at the desired level. Root Cause 2: Lack of clarity of expectations and the need for coaching and professional learning.
Problem Statement 3: Students are not writing on a daily basis in all core classrooms. Root Cause 3: Lack of intentional planning and integration due to wide variety of TEKS and skills to be taught.

Goal 2: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Frequent Small Group Purposeful Talk (FSGPT) and Critical Writing into daily instruction, 100% of the time by, June 2019.

Evaluation Data Source(s) 2: Progress monitor evidence of implementation through ten daily impact walks per week, per campus administrator, and through two instructional rounds conducted in the fall and spring.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>1) Campus principal will facilitate a "Fundamental Five" book study. New teachers will be required to attend and all others will be encouraged to participate as a refresher.</p>	2.4, 2.5, 2.6	Campus Principal	Teachers will have a clearer understanding of the Fundamental Five strategies and how to implement them in their classroom.				
				Problem Statements: Curriculum, Instruction, and Assessment 2			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Teachers will be provided immediate feedback regarding missed opportunities in regards to the implementation of The Fundamental Five strategies through Daily Impact Walk and T-TESS Walk-through feedback.</p>	2.4, 2.5, 2.6	Campus Administration	Teachers will increase the implementation of the Fundamental 5 strategies.				
				Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Daily Impact Walk data will be shared with the campus and departments each 6 weeks to provide implementation feedback.</p>	2.4, 2.5, 2.6	Campus Principal	Progress monitoring will provide feedback to teachers so they can improve their implementation of the Fundamental Five strategies.				
				Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Academic departments will meet in Professional Learning Communities weekly to collaborate and plan to ensure consistent implementation of the Fundamental Five strategies.</p>	2.4, 2.5, 2.6	Campus Principal Department Chairs	Increased, consistent implementation of the Fundamental Five strategies.				
				Problem Statements: Curriculum, Instruction, and Assessment 2			

Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 5) Teachers will implement Framing the Lesson in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize Framing the Lesson daily with fidelity, by June 2019.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 6) Teachers will implement Frequent Small-Group Purposeful Talk (FSGPT) in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of teachers will utilize FSGPT daily with fidelity, by June 2019.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 7) Teachers will implement Critical Writing in their daily instruction.	2.4, 2.5, 2.6	Campus Administration District Administration	100% of teachers will utilize Critical Writing daily with fidelity, by June 2019.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Only 52% of students met and/or exceeded progress in Algebra I. Root Cause 2: There is a need to better utilize student performance data (Curriculum Assessment and MAP data) to guide instructional decisions.
Curriculum, Instruction, and Assessment
Problem Statement 2: Teachers are not yet implementing the district instructional focus non-negotiables at the desired level. Root Cause 2: Lack of clarity of expectations and the need for coaching and professional learning.





Goal 3: Authentic Literacy

Performance Objective 1: Aledo ISD will implement the basic structure of writing from Write From the Beginning and Beyond (WFBB) consistently in grades K through 10 as evidenced through student written compositions and classroom artifacts.

Evaluation Data Source(s) 1: Progress monitor evidence of WFBB expository basic structure in grades K-10 through student journal checks in each ELAR teacher's classroom, quarterly by campus and district administration. The submission of two student expository writing samples, one in the fall and one in the spring, will be scored and compared for student growth and then submitted at the district level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) Teachers will attend a district-provided "Write From the Beginning & Beyond" training where they will become proficient in the writing strategy that will be utilized across the district.	2.4, 2.5, 2.6	Assistant Superintendent of C&I Campus Principal	Teachers will gain the knowledge and skills necessary to implement the writing strategy in all ELAR classrooms.				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						
Critical Success Factors CSF 1 CSF 2 CSF 7 2) All ELAR teachers will participate in a curriculum planning day facilitated by our ELAR Instructional Specialist to ensure curriculum alignment and plan for increase writing in the English I classes.	2.4, 2.5, 2.6	ELAR District Specialist	Teachers will implement the curriculum and instruction planned during this learning/collaborative session.				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						
Critical Success Factors CSF 1 CSF 2 CSF 4 3) Teachers will have students complete 2 unassisted writing prompts and will utilize the data to drive instructional decisions and measure student growth.	2.4, 2.5, 2.6	ELAR District Specialist Campus Principal	Teachers will be able to better address student writing deficits through analysis of unassisted writing prompts.				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						
Critical Success Factors CSF 7 4) ELAR teachers will meet with their Professional Learning Community weekly to collaborate, plan instruction, analyze data, etc.	2.4, 2.5, 2.6	Campus Principal Department Chair	Through peer accountability, teachers will implement writing components daily into instruction.				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						

<p>Critical Success Factors CSF 7</p> <p>5) Teachers will be given the opportunity through Instructional Rounds and New Teacher Induction to observe other teachers as they implement writing into their instruction daily.</p>	2.4, 2.5, 2.6	Campus Principal Deputy Superintendent	Teachers will gain new learning and ideas from watching other master teachers and be able to implement those into their own instruction.				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>6) ELAR teachers will ensure that students are progressing through the WFBB expository writing grade level specific goals and goals are attained by EOY 2019. Teachers will explicitly model the basic expository pre-writing structure for students and will utilize the analytic rubrics to drive writing instruction.</p>	2.4, 2.5, 2.6	Campus Administration District Administration supervising: Special Education CTE ESL Instructional Rounds Team	100% of K-10 ELAR teachers will consistently utilize the WFBB basic structure for composing expository compositions and will layer upon the basic structure with high-yield strategies. 100% of students will demonstrate improvement in their expository writing proficiency based upon the state holistic rubric and WFBB analytic rubrics.				
	Problem Statements: Curriculum, Instruction, and Assessment 2, 3						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Teachers are not yet implementing the district instructional focus non-negotiables at the desired level. Root Cause 2: Lack of clarity of expectations and the need for coaching and professional learning.
Problem Statement 3: Students are not writing on a daily basis in all core classrooms. Root Cause 3: Lack of intentional planning and integration due to wide variety of TEKS and skills to be taught.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	David Durnil	Assistant Principal
Non-classroom Professional	Erin Finn	Counselor
Administrator	Angi Tims	Principal
Classroom Teacher	Anita Callaway	Teacher
Classroom Teacher	Juanita Britton	Teacher
Classroom Teacher	Dan Shedd	Teacher
Business Representative	Cory Bergen	Business Owner - Merch Haus
Community Representative	Susan King	Community Member
District-level Professional	Earl Husfeld	CFO
Parent	Laura Salame	Parent
Parent	Wessman Peterson	Parent

Addendums

APPENDIX

STATE MANDATES IMPLEMENTATION REFERENCE

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

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. Bullying <ul style="list-style-type: none"> • Prevention, identification, response to and reporting of bullying or-bully-like behavior 	TEC 11.252(a)(3)(E)	Director of Student Services & Safety Campus Principals & Campus Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
2. Coordinated Health Program <ul style="list-style-type: none"> • Student fitness assessment data • Student academic performance data • Student attendance rates • Percentage of students who are Economically Disadvantaged • Use and success of methods of physical activity • Other indicators 	TEC 11.253(d) Board Policy FFA(Local)	Director of Student Services & Safety Lead Nurse	The school will follow Board Policies: FFA and EHAA.
3. DAEP Requirements <ul style="list-style-type: none"> • Student groups served – monitoring over-representation • Attendance rates • Pre- and post- assessment results • Dropout rates • Graduation rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Director of Student Services & Safety DAEP Principal	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> Recidivism rates 			
4. District's Decision-Making and Planning Policies <ul style="list-style-type: none"> Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	
5. Dropout Prevention	TEC 11.252	Campus Principals, Campus Counselors, Director of Student Services & Safety	
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> Treatment and accelerated reading program 	TEC 11.252(a)(3)(B)	Direct of Special Programs	The school will follow Board Policy EHB, F, EHBC, and EKB.
7. Migrant Plan (Title I, Part C) <ul style="list-style-type: none"> An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 	P.L. 107-110, Section 1415(b)	Director of Student Services & Safety	
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Director of Student Services & Safety At Risk Counselor	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> • Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> ○ Higher education admissions and financial aid, including sources of information ○ TEXAS grant program ○ Teach for Texas grant programs ○ The need to make informed curriculum choices for beyond high school ○ Sources of information on higher education admissions and financial aid • Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities 	<p>TEC 11.252(4) TEC 11.252(3)(G)</p>	<p>Director of Student Services & Safety Campus Counselors</p>	
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p> <ul style="list-style-type: none"> • Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements • Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers • Ensuring that teachers are receiving high-quality professional development • Attracting and retaining certified, highly effective teachers 	<p>ESSA</p>	<p>Director of Human Resources</p>	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
11. Sexual Abuse and Maltreatment of Children	TEC 38.0041(c) TEC 11.252(9)	Director of Student Services & Safety	The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.
12. Student Welfare: Crisis Intervention Programs & Training <ul style="list-style-type: none"> • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> ○ Early mental health intervention ○ Mental health promotion and positive youth development ○ Substance abuse prevention ○ Substance abuse intervention ○ Suicide prevention and suicide prevention parent/guardian notification procedures • Training for teachers, school counselors, principals and all other appropriate personnel. 	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) Board Policy FFB(Legal) Board Policy DMA(Legal)	Director of Student Services & Safety Campus Counselors Campus Principals	The school will follow Board Policy FFB and FNF.
13. Student Welfare: Discipline/Conflict/Violence Management (DIP) <ul style="list-style-type: none"> • Methods for addressing <ul style="list-style-type: none"> ○ Suicide prevention including parent/guardian notification procedure ○ Conflict resolution programs ○ Violence prevention and intervention programs ○ Unwanted physical or verbal aggression ○ Sexual harassment ○ Harassment and dating violence 	TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831	Director of Student Services & Safety Campus Principals Campus Counselors	Board Policies: FFB, FOC, FOCA, DMA and FFE
14. Texas Behavior Support Initiative (TBSI) <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special 	TEC 21.451(d)(2) Board Policy DMA(Legal)	Director of Special Programs	Board Policy DMA(Legal)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
education			
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	District Instructional Technology Specialist Director of Technology	