

**Aledo Independent School District**  
**Aledo Middle School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

Aledo ISD Mission Statement: Ensuring high levels of learning for all students.

Aledo Middle School 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

## 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 1143 students in grades 7 and 8. The campus staff is comprised of the following members: three campus administrators, 57 general education teachers, five special education teachers, one full time ESL teacher, two counselors, two instructional specialists, two intervention specialists, two part-time special education counselors, two part-time intervention counselors, one campus librarian, two diagnosticians, one part-time speech therapist, one nurse, four office staff paraprofessionals, one school resource officer, one athletic trainer, three special education paraprofessionals, and one ISS paraprofessional.

For the 2021-2022 school year, the student population at Aledo Middle School is 49% female and 51% male. The ethnic breakdown for the current school year is as follows: African American-2.4%; Asian-0.5%; American Indian-0.4%; Two or More Races-5.2%; White-74.4%; and Hispanic-17%. Currently, our economically disadvantaged population is 14.7%. The percent of students receiving special education services is 10.2% and the percentage of students receiving ESL services is 3.1%.

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 2020-2021 school year was 96.05%. This is a 1.68% decrease from the 2019-2020 school year. It should be noted that attendance rates were impacted by the COVID-19 pandemic.

During the first few weeks of the 2021-2022 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 2021). 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 a beginning of the year survey soliciting both strengths and needs of AMS. The Site Based Decision Making (SBDM) Committee worked together virtually to revise the campus plan based on the campus comprehensive needs assessment from September 24 to September 29, 2021. 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.

Needs:

- Class sizes are increasing and campus facilities have exceeded functional capacity and are approaching maximum capacity.
- As our student population has grown, we have added additional staff members - several of these teachers travel throughout the day and share multiple classrooms.

- The campus is under construction requiring an increase in shared spaces; portables have been added as a temporary solution for classroom space.
- AMS Administration and Counseling Staff will monitor needs of homeless students.
  - Title 1 for homeless student supplies (\$1,511)
- AMS Administration and ESL teachers will monitor needs of students who are new to the country or within their first 3 years in US schools.
  - Title III Immigrant funds (\$17,189)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** As our student enrollment continues to increase, there is a significant strain on campus facilities. This is further impacted by active construction on site.

**Root Cause:** Excellent reputation and residential and commercial growth within the district.

# Student Achievement

## Student Achievement Summary

Aledo Middle School is committed to student achievement and student success. Due to COVID-19, Aledo Middle School received a label of Not Rated: Declared State of Disaster for our 2021 accountability ratings. Locally, District Common Assessments (DCA's) were administered in the four core areas (Math, English Language Arts and Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designed intervention and extension for students around essential standards.

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. Specifically, AMS is focused on increasing opportunities for students to engage in thoughtful and meaningful work. Teachers are engaging in work with the Rigor and Relevance rubrics to refine instructional design. Campus Administrators, District Administrators, and Instructional Specialists are reinforcing this work through campus observations, coaching, and professional learning. 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 Report for 2020-2021

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
7 <sup>th</sup> Grade	11.7%	10.2%	9.1%	5.0%
8 <sup>th</sup> Grade	16.8%	17.3%	19.2%	17.8%

## Student Achievement Strengths

Strengths:

- Multiple venues are used to keep parents informed about student progress: Ascender Parent Portal, Phone Conferences, Parent Meetings, Utilization of Individual Progress Reports, Report Cards, and Email.
- Increased use of WebEx to host events such as Curriculum Night.
- Continued staff support is offered for all students throughout the school day.
- All students are offered support through Bearcat Base (Content Mastery).
- FLEX 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.
- Title 3 funding (\$17,189) will be utilized as student and staff needs are identified by campus ESL teachers in the following areas:
  - Professional learning focused on high yield instructional strategies and instructional programming for ELL students
  - Supplemental materials

- Students not showing mastery will be provided after school tutorials and summer school opportunities.
  - ESSER Funds

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Potential discrepancy between assessment and instruction; increased absences and loss of instructional time stemming from COVID-19.

**Problem Statement 2 (Prioritized):** After an analysis of campus data, students have limited opportunities to engage in thoughtful and meaningful work. Data also indicates that students do not feel a sense of belonging at Aledo Middle School. **Root Cause:** In an effort to meet the needs of both in-person and remote learners, paired with increased safety protocols limiting student interaction, instructional delivery and relational context was negatively impacted.

# 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. AMS is committed to making a difference in the lives of all students in order to help them develop academically, socially, and emotionally.

Aledo Middle School's climate is one that fosters relationships, rigor, relevance, and collaboration. Campus morale is positive, but intentional work is being done to provide support, grace, and guidance as teachers are under an increased amount of stress due to significant construction taking place on the campus. Despite the unique challenges this year has presented, AMS continues to work to build capacity as a Professional Learning Community committed to ensuring high levels of learning for all students. Teachers meet weekly in collaborative teams to design instruction, intervention, and extension centered around essential standards.

AMS is committed to providing exceptional experiences that empower learners for life. Such experiences are provided both inside and outside of the classroom. Students are provided opportunities to participate in Fine Arts, Academics, Athletics, and Student Organizations, The counseling program provides weekly guidance lessons through the Friday Fifteen, Aim for Success, Signs of Suicide (SOS), Play it Safe, and small group counseling. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. This team has elected officers who serve as an additional communication link between students and staff and make recommendations in regards to instructional needs, building concerns, and creating a positive learning environment.

Please note the following regarding required trainings:

For staff:

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

For students:

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

For parents:

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



## 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 staff, student, and parent survey annually.
- Continue staff and student recognition programs (Difference Makers, Community Champions, 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.
- New staff in need of Capturing Kids' Hearts Training.
  - Aledo ISD has designated Title 4 funds (\$21,328) for Capturing Kids Hearts training.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** After an analysis of campus data, students have limited opportunities to engage in thoughtful and meaningful work. Data also indicates that students do not feel a sense of belonging at Aledo Middle School. **Root Cause:** In an effort to meet the needs of both in-person and remote learners, paired with increased safety protocols limiting student interaction, instructional delivery and relational context was negatively impacted.

# 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. Each year teachers set professional learning goals through the T-TESS system. This year, goals were intentionally set around descriptors from the International Center for Leadership in Education (ICLE) Rigor, Relevance, and Learner Engagement rubrics and building a sense of belonging for students as these were areas of concern from survey data. In addition to goals set through T-TESS, teachers are also working to achieve SMART (Sustainable-Measurable-Attainable-Reasonable-Targeted) 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.

## 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 the student body becomes more diverse, we need to reflect that diversity in our highly qualified staff.
- Continued professional learning for staff centered around campus instructional goals.
  - Title II Allotment for AMS (\$9,857)

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Instructional work at AMS is driven by our Aledo ISD 2021-2022 Instructional Focus. Teachers continue to plan collaboratively around content standards and design instructional tasks according to the depth of the standards. Teachers are consistently implementing High Yield Formative Assessments and elements of the Fundamental Five including the Lesson Frame, Critical Writing, and Focused Small Group Purposeful Talk. Teachers are also working to develop meaningful tasks that are both rigorous and relevant. This year, we are highly focused on transitioning to a culture of student driven learning to develop assessment capable learners ready for high school and beyond. Teacher teams are working collaboratively to develop common formative assessments centered around essential standards in order to create a guaranteed and viable curriculum for all learners. Similarly, teachers are working to provide prescriptive feedback regularly. Lastly, the District has been aggressive in providing additional technology resources for teacher and student use in a way that broadens instructional opportunities and demonstration of student mastery. This has been instrumental as we work to build both student and teacher capacity in Canvas and other online learning tools.

## Curriculum, Instruction, and Assessment Strengths

Strengths:

- Teacher teams developed Year-at-a-Glance (YAG) documents 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.
- 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.
- Use of MAP as a method of assessing and supporting academic growth in Reading and Math.
- Continued use of IXL as a supplemental tool for supporting academic growth in Math.

Needs:

- Continued professional learning needed regarding high quality formative assessments.
- Continued professional learning needed regarding student driven learning.
- Continued professional learning needed regarding Rigor, Relevance, and Learner Engagement rubrics.

# 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.
- Ascender/Parent Portal allows parents quick access to student's academic progress.
- Parent Link for administrators allows for disseminating important information to parents.
- Students and parents receive a weekly update from the principal via email and social media.
- Student participation in community service projects through Student Council, National Junior Honor Society (NJHS), and Athletics.

Needs:

- Construction constraints and COVID-19 protocols have limited our ability to engage with families - we will continue to seek creative opportunities to engage in relationship building activities with parents and community stakeholders.
- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups.

# 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 our Guiding Coalition, Department Chairs, and Instructional Team Leads. 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, Weekly 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.
- Added a student survey in the Spring of 2021 which provided valuable information for campus planning and next steps.

Needs:

- To continue to grow in the PLC process, teachers need additional time for to engage in collaboration. Ideally, teachers would have a Collaborative Team (CT) period and conference period daily.
- As we transition into a 6-8 campus, careful consideration is being taken to adjust instructional programming and scheduling.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Teachers are provided limited collaborative team time during the school day. **Root Cause:** The cost of adding a period of collaborative team time each day is prohibitive.

# Technology

## Technology Summary

Aledo Middle School 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, laptop, and iPad. Using both "Bring Your Own Device" and district provided devices, all students have access to a personal device for instructional purposes. Teachers and students are continuing to build capacity in Canvas and other blended learning tools.

## Technology Strengths

Strengths:

- AMS staff is open and willing to obtain training to build capacity in blended learning.
- District Instructional Technologist available to assist with technology implementation and lesson planning.
- Continued use of student BYOD and increase in district provided students devices have allowed for all students to have access to a personal device for instruction.

Needs:

- Construction zones in the building have decreased the number of satellite printers in secure areas for teachers for the purpose of printing confidential information concerning students.
- Continued professional learning regarding Canvas implementation and best practices.
  - Title II Allotment for AMS (\$9,857)
- While improving, campus data reflects that students need additional support with digital citizenship and appropriate use of social media.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** While the increase in student device integration is beneficial, there is a need for support to maintain it. **Root Cause:** Currently, there is not dedicated technical support personnel on campus.

# 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 assessment and instruction; increased absences and loss of instructional time stemming from COVID-19.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** After an analysis of campus data, students have limited opportunities to engage in thoughtful and meaningful work. Data also indicates that students do not feel a sense of belonging at Aledo Middle School.

**Root Cause 2:** In an effort to meet the needs of both in-person and remote learners, paired with increased safety protocols limiting student interaction, instructional delivery and relational context was negatively impacted.

**Problem Statement 2 Areas:** Student Achievement - School Culture and Climate



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## Student Data: Student 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, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices





# Goals

Revised/Approved: September 29, 2021

## Goal 1: How We Teach: Delivery of Instruction

**Performance Objective 1:** Aledo Middle School will implement district-identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.





**Evaluation Data Sources:** Data from Daily Impact Walks, Informal and Formal Observations, and Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1: How We Teach: Delivery of Instruction**

**Performance Objective 2:** Aledo 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 2022.





**Evaluation Data Sources:** Data from Daily Impact Walks, Informal and Formal Observations, and Lesson Plans

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement Framing the Lesson in daily instruction.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2022.  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement Critical Writing in daily instruction.  <b>Strategy's Expected Result/Impact:</b> 100% of teachers will implement Critical Writing in daily instruction by June 2022.  <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 1:** By June 2022, 88% of the Aledo 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			
<p><b>Strategy 1:</b> Collaborative Teams will:</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> 88% of AMS Collaborative Teams will rate "Developing" level in Indicator #1 by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Team Leads                      Instructional Specialists                      Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2022, 100% of the Aledo 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			
<p><b>Strategy 1:</b> Collaborative Teams:</p> <p>Indicator #1:</p> <p>*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.</p> <p>*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.</p> <p>*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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of the Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams Team Leads Instructional Specialists Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 3:** By June 2022, 88% of the Aledo 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			
<p><b>Strategy 1:</b> Collaborative Teams:</p> <p>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.</p> <p><b>Strategy's Expected Result/Impact:</b> 88% of the Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Teams                      Team Leads                      Instructional Specialists                      Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 1:** The percentage of students participating in all athletic programs by male/female and by subpopulations will reflect the percentage of overall enrollment in grades 7-12 in the 2021-2022 school year.

**Evaluation Data Sources:** Male/female and subpopulation percentages of athletes in grades 7 through 12 will reflect the percentage of the general population by June 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Based on student interest additional sports will be added in grades 7 through 12.                      A. Middle School soccer began in April 2021 and will continue for grades 7 &amp; 8 and participation will be tracked by gender and subpopulations.  <b>Strategy's Expected Result/Impact:</b> Male/female and subpopulation percentages of athletes in grades 7 through 12 in all athletic programs will reflect the percentage of the general population by June 2022.  <b>Staff Responsible for Monitoring:</b> Athletic Director                      Athletic Coordinator                      Coaches</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



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

**Performance Objective 2:** The Child Nutrition Department will develop and implement a student and parent survey system to receive continuous ratings for food taste, quality, and appearance as well as customer service during the 2021-2022 school year

**Evaluation Data Sources:** 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1: A. STUDENT SURVEY:</b> Each campus child nutrition manager will randomly pass out comment cards during meal times to approximately twenty to twenty-five students each month. Comment cards will include ratings for food taste, quality and appearance as well as customer service, and a comment section on ideas for improvement and additional comments.</p> <p><b>B. PARENT SURVEY:</b> Fifty parents of students who regularly eat in the cafeteria will receive an email invitation to complete an online customer satisfaction survey each month. Surveys will also be available through a link on the child nutrition website page and/or through Bearcat Blast. Surveys will include ratings for food taste, quality and appearance as well as customer service, accessibility to nutritional and department information, pricing, and a comment section on ideas for improvement and additional comments.</p> <p><b>Strategy's Expected Result/Impact:</b> 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Director of Child Nutrition Child Nutrition Supervisor Cafeteria Manager Child Nutrition Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

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

**Performance Objective 3:** 2019 bond program construction projects specific to Aledo Middle School Renovation/Additions will be completed on time and within the Board approved budget for each project.

**Evaluation Data Sources:** Expenditure records for the 2019 bond program will document the completion of all projects on time and within the Board approved budget for each project.





Certificate of Occupancy for Aledo Middle School Renovation/Additions will be in place by August 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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 no later than August 2022 and within budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Expenditure records for the 2019 bond program will document the completion of all projects on time and within budget by August 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director of Construction and Facilities</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

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

**Performance Objective 4:** The Transportation Department will have a combined total student wait time and ride time for each student that does not exceed seventy-five minutes. This data will be reviewed and reported in October, December, February, and April for the 2021-2022 school year.

**Evaluation Data Sources:** List of total student wait time and ride time by route will not exceed the maximum number of minutes as stated and will be reviewed and reported four times during the 2021-2022 school year.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A. The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus.                      B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain meeting minutes to review data and make necessary adjustments to meet the established standard.                      C. Weekly Transportation Department meetings of the Transportation Director and Chief Financial Officer will include a detailed review of issues including;</p> <ol style="list-style-type: none"> <li>1. a bus being late three or more days for drop off or pick up</li> <li>2. students not arriving in time to eat breakfast</li> <li>3. any student's total wait time and ride time exceeding 75 minutes</li> </ol> <p>D. Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards.                      E. Fifty parents of students who regularly access bus transportation will receive an email invitation to complete an online customer satisfaction survey each month. Items will include timely communication to parents, student safety, and student experience on the bus. Surveys will also be available through a link on the transportation website page and/or through Bearcat Blast.</p> <p><b>Strategy's Expected Result/Impact:</b> Student total wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2022. Parent survey results will be reviewed throughout the 2021-2022 school year in order to set additional short and long term goals.</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer                      Transportation Director                      Route Coordinator                      Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>			

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

**Performance Objective 5:** The total spring 2022 enrollment for all students and the subgroup of economically disadvantaged students will increase by 3%, for grades 6 through 12, in all advanced, Pre-AP, AP, Dual Credit, and OnRamps courses by June 2022.

**Evaluation Data Sources:** Spring 2022 enrollment for all students and economically disadvantaged students in all advanced courses.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A. Targeted recruiting will begin at grade 5 based upon identified criteria for each advanced course including assessment data, grades, and teacher recommendation.                      B. Parent presentations during the annual course registration process related to advanced course benefits and opportunities will be delivered to students and parents at McAnally, Aledo Middle School, Daniel 9th Grade Campus, and Aledo High School with recordings posted online.                      C. Advanced Academic Coordinator will host/participate in a minimum of ten events for students in order to explain, recruit, and support students as they consider, enroll and participate in all advanced courses and prepare for college readiness in grades 6 through 12.                      D. Advanced Academic Coordinator will develop an advanced academics website, utilize social media Facebook, Remind, and Twitter accounts that reach both parents and students with a minimum five posts each month, August through June.</p> <p><b>Strategy's Expected Result/Impact:</b> The total spring 2022 enrollment for all students and economically disadvantaged students in all advanced, Pre-AP, AP, Dual Credit, and OnRamps courses will increase by 3% for grades 6 through 12 by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors                      Campus Principal                      Advanced Academics Coordinator                      Executive Director of Student Services and Safety                      Assistant Superintendent of Curriculum and Instruction</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Mandy Musselwhite	Campus Principal
Administrator	Datra Lonon	Assistant Principal
Administrator	Michael Diaz	Assistant Principal
Parent	Sarah Myser	Parent
Parent	Angela O'Hara	Parent
Community Representative	Tammy Viken	Community Representative
Community Representative	Zach Tarrant	Community Representative
Business Representative	Jonathan Williams	Business Representative
Business Representative	Lindsey Giles	Business Representative
Classroom Teacher	Rickie Hartmann	Classroom Teacher
Classroom Teacher	Paula Vidaurri	Intervention Specialist
Classroom Teacher	Selecia Watson	Classroom Teacher
Paraprofessional	Heather Epley	Campus Receptionist
Non-classroom Professional	Katy Smith	Librarian
Classroom Teacher	Kami Eades	Classroom Teacher
Classroom Teacher	Kathy Newell	Classroom Teacher

# 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)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	*Local Education Agency  Deputy Superintendent  Executive Director of Student Services and Safety  Campus Administrator  Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

\* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent  ALC Principal and Campus Administrators	PEIMS Documentation
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
<b>5. Dropout Prevention</b>	TEC 11.252	ALC/AHS Principals  Counselors	At-Risk Documentation
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction  Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> </ul>	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements



MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>			
<p><b>8. Pregnancy Related Services</b></p> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		Executive Director of Student Services and Safety	Individualized student plans
<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid, including sources of information</li> <li>TEXAS grant program</li> <li>Teach for Texas grant programs</li> <li>The need to make informed curriculum choices for beyond high school</li> <li>Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities</li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Curriculum & Instruction  Executive Director of Student Services and Safety  CTE Director  Secondary Principals  Counselors	Course Handbook/Selection Materials  Web based resources
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p>	ESSA	Deputy Superintendent  Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>		<p>Curriculum and Instruction</p> <p>Executive Director of HR</p>	
<p><b>11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children</b></p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sex trafficking</li> </ul>	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Deputy Superintendent</p> <p>Executive Director of Student Services and Safety</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>○ Trauma-informed care</li> <li>○ Trauma-informed training for all staff</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Executive Director of Student Services and Safety</p> <p>Counselors</p>	<p>The school will follow Board Policy FFB and FNF.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<p>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</p>	<p>Deputy Superintendent    Executive Director of Student Services and Safety    Campus Administrators    Counselors</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)    Board Policy DMA(Legal)</p>	<p>Assistant Superintendent of Curriculum &amp; Instruction    Director of Special Programs</p>	<p>Board Policy DMA(Legal)</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)    TEC 28.001</p>	<p>Assistant Superintendent of Curriculum &amp; Instruction    Chief Financial Officer    IT Director</p>	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
<b>16. Mandate law enforcement duties of varies types of security personnel</b>	SB1707 BQ(LLEGAL) CKE(LOCAL)	Chief of Police  Executive Director of Student Services  Deputy Superintendent	Board Policy: BQ(LLEGAL), CKE (LOCAL) Student Code of Conduct
<b>17. Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Student Services</li> <li>• Annual evaluation reporting</li> <li>• Family/community involvement</li> <li>• Staff/Board training</li> </ul>	TAC Chapter 89 Subchapter A  EHBB(LLEGAL) EHBB(LOCAL)	Gt Specialists  GT Coordinator  Advanced Academics Coordinator  Executive Director of Student Services  Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook  Board Policy: EHBB(LLEGAL) EHBB (LOCAL)