

The Board of Trustees Aledo ISD Agenda of Regular Meeting

A Regular Meeting of the Board of Trustees of Aledo ISD will be held October 18, 2022, beginning at 6:00 PM in the Aledo ISD Administration Board Room, 1008 Bailey Ranch Rd, Aledo, TX 76008.

Aledo Independent School District Vision **Growing Greatness through exceptional experiences that empower learners for life**

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

If, during the course of the meeting covered by this agenda, the Board should determine that a closed session of the Board should be held or is required in relation to any item included on this agenda, then such closed session as authorized by Section 551.001 et seq of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this agenda or as soon after the commencement of the meeting covered by this agenda as the Board may conveniently meet in such closed session concerning any and all subjects and for any and all purposes permitted by Sections 551.071 – 551.084, inclusive, of the Open Meetings Act.

I. Call To Order

Hoyt Harris, President

II. Determine a Quorum

III. Pledge of Allegiance to the United States and Texas Flags

IV. Moment of Silent Prayer or Reflection

Hoyt Harris, President

V. Board Member Reports

A. President's Report

Hoyt Harris, President

B. Superintendent's Report

Susan K. Bohn, Superintendent

C. Strategic Partners - Aledo Education Foundation, Aledo ISD PTO, AdvoCats Report

Jennifer Taylor, Trustee

D. Legislative Subcommittee Report

Forrest Collins, Secretary

E. Bond Subcommittee Report

Jessica Brown, Vice President

F. Long Range Facility Planning Subcommittee Report & Aledo Growth Committee Report

David Lear, Trustee; Dan Reilley & Kelli Stumbo, Aledo Growth Committee Co-Chairs

VI. Campus Presentation - Coder Elementary

Tanner Holmes, Coder Elementary Principal

VII. Commendations

A. National Merit Semi Finalists Scholars- Zach Taylor and Luke Shelton

B. Bearcats of Character: Teamwork- Karly Laughley, Aledo High School; Kyle Ochoa, Aledo Learning Center; Ethan Picket, Daniel Ninth Grade; Diamond Ramos, Aledo Middle School; Maddison Bullion, McAnally Middle School; Daxton Forbes, Annetta Elementary School; Hector Palacios, Coder Elementary School; Bryce Long, McCall Elementary School; Austyn Wiatrek, Stuard Elementary School; Sophia Cabral, Vandagriff Elementary School; Hayden Brady, Walsh Elementary School

C. National Merit Commended Scholars- Jackson Adams, Marshall Anderson, Kate Bettencourt, Caden Breito, Nathan Buck, Devan Dave, Morgan Furlow, Fabian Garcia, Nathaniel Houchen, Jordan Ivonon, Ayden Jantzen, Andrew Miller, Bennett Moorman, Fyn Neeley, Kaley Schabel, and Michael Worch

D. Texas Association of School Boards 2022-2023 Exhibit of School Architecture Award: Annetta Elementary- Innovation

VIII. Public Comment on Non-Agenda Item

Hoyt Harris, President

IX. Public Comment on Agenda Item

Hoyt Harris, President

X. Consent Agenda

Hoyt Harris, President

A. Consider Approval of Board Minutes 4

B. Consider Approval of Monthly Financial Reports 11

C. Consider Approval of Financial Aid Application Opt-Out Form 45

XI. Communication Items

A. 2022-2023 District Instructional Focus 48

Hannah McConnell, Miranda Rosenhoover, Cathy Williams; Instructional Specialists

1. Beginning of Year Screener Data

Candace Summerhill, Director of Assessment and Accountability

2. Featured Collaborative Team: Coder Elementary Second Grade Team- Paige McCarthy, Ashley Fields, Ashley Filo, Beverly Huddleston, and Chelsea Curry; Teachers

B. 2019 Bond Update 88

Chris Campbell, Chief Facilities and Construction Officer

C. Aledo ISD Legislative Priorities, 88th Legislative Session 110

Legislative Subcommittee, Jessica Brown, David Lear, and Forrest Collins; Susan Bohn, Superintendent

XII. Action Items

A. Consider Approval of Annual Technology License and Warranty Renewals 111

Brooks Moore, Director of Technology

B. Consider Approval of 2022-2023 District Improvement Plan (DIP) and Campus Improvement Plans (CIP) 121

Lynn McKinney, Deputy Superintendent

XIII. Executive Session

Hoyt Harris, President

A. Section 551.074 - Personnel Matters- The Board will discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees or officials. (This may involve consultation with attorney as permitted under Section 551.071)

1. Superintendent Performance Update

2. Superintendent Contract Discussion

B. Section 551.071 - Consultation with Attorney- The Board will discuss and receive legal advice from its attorney on matters which should be confidential under Texas Government Code Section 551.071

C. Section 551.072 - Deliberation Regarding Real Property- The Board will discuss the purchase, exchange, lease or value of real property. (This may involve consultation with attorney as permitted under section 551.071)

D. Section 551.0821 - School Board- The Board will discuss personally identifiable information about a public school student.

XIV. Consider Approval of Superintendent Contract Revision

XV. Trustee Comments/Acknowledgments

Hoyt Harris, President

XVI. Adjourn

Hoyt Harris, President



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 18, 2022

AGENDA ITEM: Consider Approval of Board Minutes

PRESENTER: Dr. Susan K. Bohn, Superintendent

BACKGROUND INFORMATION:

- During each meeting of the Board of Trustees, minutes are taken to highlight the main points of the meeting.

FISCAL INFORMATION:

None

ATTACHMENTS:

September 19, 2022 Regular Board Meeting Minutes

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends approval of the September Board Meeting Minutes.

Regular Meeting

Monday, September 19, 2022 6:00 PM

Aledo ISD Administration Board Room, 1008 Bailey Ranch Rd, Aledo, TX 76008

I. **Call To Order-** 6:00 p.m.

Presenter: Jessica Brown, Vice President

II. **Determine a Quorum-** There was a quorum of Board members present including Trustees: Brown, Turner, Loftin, Taylor, and Lear.

III. **Pledge of Allegiance to the United States and Texas Flags**

IV. **Moment of Silent Prayer or Reflection**

Presenter: Jessica Brown, Vice President

V. **Board Member Reports**

V.A. President's Report- Vice President, Jessica Brown, shared an update on President Harris' behalf that included a short report on the health of fellow Trustee Forrest Collins.

Presenter: Jessica Brown, Vice President

V.B. Superintendent's Report- Dr. Susan Bohn encouraged parents and community members to make sure they are receiving district and campus communications. Dr. Bohn thanked the community for their time and commitment to their students and district. Dr. Bohn also shared some of the upcoming events for various district groups such as SilverCats and the Realtors' Breakfast.

Presenter: Susan K. Bohn, Superintendent

V.C. Strategic Partners - Aledo Education Foundation, Aledo ISD PTO, AdvoCats Report- Trustee Taylor shared an update on the upcoming events of the strategic partners of the district including the Aledo Education Foundation "Adopt a Classroom" campaign. The Aledo PTO and AdvoCats are engaging in their annual membership drives.

Presenter: Jennifer Taylor, Trustee

V.D. Legislative Subcommittee Report- Vice President Brown shared a brief update on the Board's legislative work on behalf of Trustee Collins.

Presenter: Jessica Brown, Vice President

V.E. Bond Subcommittee Report- Vice President Brown shared a brief update on the 2019 Bond projects as they continue.

Presenter: Jessica Brown, Vice President

V.F. Long Range Facility Planning Subcommittee Report/Aledo Growth Committee Report- Trustee Lear

Presenter: David Lear, Trustee; Dan

shared that the Aledo Growth Committee (AGC) has begun their work. Co-chairs of the AGC, Kelli Stumbo and Dan Reilley, summarized the work that the AGC has completed thus far including receiving important information regarding the district and its growth.

Reilley & Kelli Stumbo, Aledo Growth Committee Co-Chairs

VI. Campus Presentation - Annetta Elementary-

Principal of Annetta Elementary, Holly Elgin, along with staff members Kayce Brown, Sophie Collins, and Melissa Torres, and students Rylee Simonetti, Izzy Torres, Jax Shau, Tristen Johnson, Landry McKibben, and Dezden Dupstadt shared what being a part of team integrity is and what it means to them. All students in Annetta Elementary participate in one of ten school "houses," such as House Integrity, in an effort to help them learn the importance of good character and connect them to school and each other.

Presenter: Holly Elgin, Principal

VII. Commendations- The Board of Trustees commended the students and staff members below on their various achievements.

VII.A. Bearcats of Character: Curiosity- Paul Mulenga, Aledo High School; Angel Morales Bays, Aledo Learning Center; Lincoln Durnil, Daniel Ninth Grade; Dean Timmerman, Aledo Middle School; Nicholas DeLuca, McAnally Middle School; Brody Kyle, Annetta Elementary; Addison Kemp, Coder Elementary; Oliver Lyle, McCall Elementary; Henry Bitler, Stuard Elementary; Hadley Felczak, Vandagriff Elementary; Nolan Crenshaw, Walsh Elementary

Presenter: Scott Kessel, Executive Director of Student Services

VII.B. New Bearcat Leadership Team Member: Christopher Campbell, Chief Facilities and Construction Officer

VIII. Public Comment on Non-Agenda Item- None.

Presenter: Jessica Brown, Vice President

IX. Public Comment on Agenda Item- None.

Presenter: Jessica Brown, Vice President

X. Consent Agenda- Trustee Turner made a motion to approve the consent agenda as presented, and Trustee Loftin seconded the motion. The motion passed 5-0.

Presenter: Jessica Brown, Vice President

X.A. Consider Approval of Board Minutes

X.B. Consider Approval of Monthly Financial Reports

X.C. Consider Approval of Interlocal Agreement between the Town of Annetta, Texas and Aledo Independent School District Regarding Use of Utility Vehicle

X.D. Consider Approval of 2022-2023 General Fund Budget Amendment

XI. Communication Items

XI.A. 2022-2023 District Instructional Focus- Dr. Amber Crissey, Assistant Superintendent of Curriculum and Instruction, shared an update on the district's instructional focus and the goals the district has for implementing the instructional focus throughout the school year. Dr. Crissey also recognized a featured collaborative team, McAnally Middle School Science, which includes Kate Thomas, Luke Campbell, Shania Trejo, Paige Park, Joni Myers, and Brittany Salt. Principal of McAnally Middle School, Josh Jenkins, introduced his science team, and team member Kate Thomas shared some insights into how the team approaches teaching students across multiple grade levels and engages students in taking control of their own learning. Angie Wilkinson, Advanced Academics Coordinator, shared program updates relating to advanced academics and the growth in the various programs.

Presenter: Dr. Amber Crissey, Assistant Superintendent of Curriculum and Instruction; Angie Wilkinson, Advanced Academics Coordinator

XI.B. 2019 Bond Update- Tyler Boswell, Director of Facilities and Construction, shared an update on each of the 2019 Bond projects and their construction progress.

Presenter: Tyler Boswell, Director of Construction and Facilities

XI.C. 2022-2023 District Improvement Plan (DIP) and Campus Improvement Plans (CIP)- Deputy Superintendent Lynn McKinney shared the initial draft of the district improvement plan for the 2022-2023 school year and discussed the DIP and CIP process.

Presenter: Lynn McKinney, Deputy Superintendent

XI.D. Purchase of Technology Annual License and Warranty Renewals- Brooks Moore, Director of Technology, discussed the annual renewal of the district's technology license and warranty.

Presenter: Brooks Moore, Director of Technology

XI.E. Public Notice of Federal Grant Applications for 2022-2023- Earl Husfeld, Chief Financial Officer, reviewed the federal grant applications the district has submitted to receive or has been

Presenter: Earl Husfeld, Chief Financial Officer

allocated to the district for the 2022-2023 school year.

XII. Action Items

XII.A. Consider Approval of TASB Board Policy Update 119

Presenter: Lynn McKinney, Deputy Superintendent

- CPC(LOCAL)- Office Management: Records Management
 - DMA(LOCAL)- Professional Development: Required Staff Development
 - EHAA(LOCAL)-Basic Instructional Program: Required Instruction
 - EHBB(LOCAL)- Special Education: Gifted and Talented Students
 - EIF(LOCAL)- Academic Achievement: Graduation
 - FFBA(LOCAL)- Crisis Intervention: Trauma-Informed Care
 - FFH(LOCAL)- Student Welfare: Freedom from Discrimination, Harassment, and Retaliation
- Mrs. McKinney sought Board approval for the remaining policies related to Update 119. Trustee Taylor made a motion to approve the updates, and Trustee Lear seconded the motion. The motion passed 5-0.

XII.B. Consider Approval of Policy Update Recommendations Following Board Policy Review

Presenter: Lynn McKinney, Deputy Superintendent

- AE(LOCAL)- Educational Philosophy
- BBB(LOCAL)- Board Members- Elections
- BQA(LOCAL)- Planning and Decision-Making Process- District Level
- BQB(LOCAL)- Planning and Decision-Making Process- Campus Level
- CDA(LOCAL)- Other Revenues- Investment
- CDC(LOCAL)- Other Revenues- Gifts and Solicitations
- COA(LOCAL)- Food and Nutrition Management- Procurement
- DCB(LOCAL)- Employment Practices- Term Contracts
- DCE(LOCAL)- Employment Practices- Other Types of Contracts
- DEC(LOCAL)- Compensation and Benefits- Leaves and Absences
- EIE(LOCAL)- Academic Achievement: Retention and Promotion
- FEC(LOCAL)- Attendance: Attendance for Credit
- FFA(LOCAL)- Student Welfare- Wellness and Health Services

- FFAC(LOCAL)- Wellness and Health Services- Medical Treatment
- FL(LOCAL)- Student Records
- FM(LOCAL)- Student Activities
- FMD(LOCAL)- Student Activities- Social Events
- FNF(LOCAL)- Student Rights and Responsibilities- Investigations and Searches
- GKD(LOCAL)- Community Relations- Non-school Use of School Facilities
- GKDA(LOCAL)- Non-school Use of School Facilities- Distribution of Non-school Literature

Mrs. McKinney sought Board approval for the various policies related to the district's complete policy review. Trustee Taylor made a motion to approve the updates, and Trustee Turner seconded the motion. The motion passed 5-0.

XII.C. Consider Approval of Memorandum of Understanding (MOU) between the Aledo Education Foundation and Aledo Independent School District- Dr. Bohn sought Board approval for the memorandum of understanding between the district and the Aledo Education Foundation. Trustee Lear made a motion to approve the memorandum of understanding, and Trustee Loftin seconded the motion. The motion passed 5-0.

Presenter: Susan Bohn, Superintendent

XII.D. Consider Approval of Permanent Sewer Facility Easement between the City of Fort Worth, Texas and Aledo Independent School District and Temporary Construction Easement Between Quail Valley DEVCO VLO, LLC and Aledo Independent School District- Mr. Husfeld sought Board approval for a permanent sewer facility easement between the city of Fort Worth and the district and a temporary construction easement between Quail Valley DEVCO VLO, LLC and the district. Trustee Lear made a motion to approve the permanent and temporary easements, and Trustee Taylor seconded the motion. The motion passed 5-0.

Presenter: Earl Husfeld, Chief Financial Officer

XIII. Executive Session

Presenter: Jessica Brown, Vice President

XIII.A. Section 551.074 - Personnel Matters- The Board will discuss the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees or officials. (This may involve consultation with attorney as permitted under Section 551.071)

XIII.A.1. Superintendent Performance Update

XIII.B. Section 551.071 - Consultation with Attorney- The Board will discuss and receive legal advice from its attorney on matters which should be confidential under Texas Government Code Section 551.071

XIII.C. Section 551.072 - Deliberation Regarding Real Property- The Board will discuss the purchase, exchange, lease or value of real property. (This may involve consultation with attorney as permitted under section 551.071)

XIII.D. Section 551.0821 - School Board- The Board will discuss personally identifiable information about a public school student.

XIV. **Trustee Comments/Acknowledgments-** The board members shared their closing comments and acknowledgements. **Presenter:** Jessica Brown, Vice President

XV. **Adjourn- 9:13 p.m.** **Presenter:** Jessica Brown, Vice President

Board Secretary



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 18, 2022

AGENDA ITEM: Consider Approval of Monthly Financial Reports

PRESENTER: Earl Husfeld, Chief Financial Officer

BACKGROUND INFORMATION:

- During each regular meeting of the Board of Trustees, the following month-end reports are presented for review: Revenue and Expenditure Fund Summary, Budget Status Report – General Fund, Cash Balances by Account, Portfolio Investment Report, Property Tax Collection Report, and Check Payment List.
- The Monthly Financial Reports as of and for the month ended September 30, 2022, are presented for your review.

FISCAL INFORMATION:

None

ATTACHMENTS:

Monthly Financial Reports

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends approval of the September 2022 Monthly Financial Reports as presented.

**ALEDO INDEPENDENT SCHOOL DISTRICT
REVENUE AND EXPENDITURE FUND SUMMARY
As of September 30, 2022**

<u>Description</u>	<u>Fund</u>	<u>Revenue Budget</u>	<u>Revenue Received</u>	<u>Revenue Balance</u>	<u>Revenue % Received</u>	<u>Expenditure Budget</u>	<u>Encumbrances Outstanding</u>	<u>Expenditure Spent</u>	<u>Expenditure Balance</u>	<u>Expenditure % Spent</u>
CO-CURRICULAR FUND	184	\$ 491,000	\$ 201,095	\$ 289,905	40.96%	\$ 2,314,414	\$ 87,105	\$ 52,189	\$ 2,175,121	6.02%
GENERAL FUND	199	\$ 74,189,015	\$ 8,601,739	\$ 65,587,276	11.59%	\$ 74,751,196	\$ 755,377	\$ 2,541,974	\$ 71,453,845	4.41%
ESEA TITLE I-A IMPROVING BASIC	211	\$ 141,959	\$ -	\$ 141,959	0.00%	\$ 141,959	\$ -	\$ 11,313	\$ 130,646	7.97%
IDEA-B FORMULA	224	\$ 1,000,982	\$ -	\$ 1,000,982	0.00%	\$ 1,000,982	\$ -	\$ 559	\$ 1,000,423	0.06%
IDEA-B PRESCHOOL	225	\$ 10,060	\$ -	\$ 10,060	0.00%	\$ 10,060	\$ -	\$ -	\$ 10,060	0.00%
NATIONAL BREAKFAST/LUNCH PROGRAM	240	\$ 3,750,825	\$ 281,840	\$ 3,468,985	7.51%	\$ 3,750,825	\$ 165,115	\$ 41,265	\$ 3,544,445	5.50%
TITLE II PART A TPTR	255	\$ 84,549	\$ -	\$ 84,549	0.00%	\$ 84,549	\$ 22,996	\$ 5,822	\$ 55,731	34.08%
TITLE III LEP	263	\$ 19,417	\$ -	\$ 19,417	0.00%	\$ 19,417	\$ -	\$ -	\$ 19,417	0.00%
TCLAS - ESSER III	279	\$ 26,710	\$ -	\$ 26,710	0.00%	\$ 26,710	\$ -	\$ -	\$ 26,710	0.00%
ARP HOMELESS II	280	\$ 12,651	\$ -	\$ 12,651	0.00%	\$ 12,651	\$ -	\$ -	\$ 12,651	12 0.00%
CRRSA ESSER II	281	\$ 965,117	\$ -	\$ 965,117	0.00%	\$ 965,117	\$ -	\$ 27,709	\$ 937,408	2.87%
ARP ESSER III	282	\$ 740,532	\$ -	\$ 740,532	0.00%	\$ 740,532	\$ -	\$ (38,832)	\$ 779,364	-5.24%
ESSER SUPPLEMENTAL	283	\$ 1,090,202	\$ -	\$ 1,090,202	0.00%	\$ 1,090,202	\$ -	\$ 83,260	\$ 1,006,942	7.64%
IDEA-B FORMULA-ARP	284	\$ 265,534	\$ -	\$ 265,534	0.00%	\$ 265,534	\$ -	\$ -	\$ 265,534	0.00%
IDEA-B PRESCHOOL-ARP	285	\$ 9,859	\$ -	\$ 9,859	0.00%	\$ 9,859	\$ 1,217	\$ -	\$ 8,642	12.35%
TITLE IV, PART A	289	\$ 11,283	\$ -	\$ 11,283	0.00%	\$ 11,283	\$ -	\$ -	\$ 11,283	0.00%
ADVANCED PLACEMENT INCENTIVES	397	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	\$ -	0.00%
INSTRUCTIONAL MATERIALS FUND	410	\$ 210,615	\$ 35,465	\$ 175,150	16.84%	\$ 210,615	\$ -	\$ -	\$ 210,615	0.00%
CAMPUS ACTIVITY FUNDS	461	\$ 59,811	\$ -	\$ 59,811	0.00%	\$ 792,583	\$ 103,793	\$ 14,544	\$ 674,245	14.93%
EDUCATION FOUNDATION GRANT AWARDS	490	\$ -	\$ -	\$ -	0.00%	\$ -	\$ -	\$ -	\$ -	0.00%
DEBT SERVICE FUND	511	\$ 22,408,039	\$ 13,101	\$ 22,394,938	0.06%	\$ 22,408,039	\$ -	\$ -	\$ 22,408,039	0.00%
2015 CAPITAL PROJECTS FUND	615	\$ 25,000	\$ 7,133	\$ 17,867	28.53%	\$ 2,709,537	\$ 3,672	\$ -	\$ 2,705,865	0.14%

**ALEDO INDEPENDENT SCHOOL DISTRICT
REVENUE AND EXPENDITURE FUND SUMMARY
As of September 30, 2022**

<u>Description</u>	<u>Fund</u>	<u>Revenue Budget</u>	<u>Revenue Received</u>	<u>Revenue Balance</u>	<u>Revenue % Received</u>	<u>Expenditure Budget</u>	<u>Encumbrances Outstanding</u>	<u>Expenditure Spent</u>	<u>Expenditure Balance</u>	<u>Expenditure % Spent</u>
2019 CAPITAL PROJECTS FUND	619	\$ 200,000	\$ 40,727	\$ 159,273	20.36%	\$ 15,000,000	\$ 6,948,851	\$ 3,290,431	\$ 4,760,718	68.26%
ALEDO ISD PRE-K ACADEMY	715	\$ 601,557	\$ 55,092	\$ 546,465	9.16%	\$ 645,987	\$ 1,729	\$ 46,798	\$ 597,461	7.51%
BEARCAT STORE	730	\$ 51,958	\$ 11,776	\$ 40,182	22.66%	\$ 75,374	\$ 12,151	\$ 4,140	\$ 59,084	21.61%
COMMUNITY PARTNERS	732	\$ 50,000	\$ 5,666	\$ 44,334	11.33%	\$ 50,000	\$ 742	\$ -	\$ 49,258	1.48%
DON R DANIEL ENDOWMENT FUND	816	\$ 250	\$ 58	\$ 192	23.26%	\$ 10,000	\$ -	\$ -	\$ 10,000	0.00%
DAN MANNING ENDOWMENT FUND	817	\$ 250	\$ 55	\$ 195	21.87%	\$ 2,500	\$ -	\$ -	\$ 2,500	0.00%
JULIE CHOATE HIGHER EDUCATION FUND	820	\$ 250	\$ 73	\$ 177	29.09%	\$ 250	\$ -	\$ -	\$ 250	0.00%
ANGLER CLUB SCHOLARSHIP FUND	821	\$ 250	\$ 25	\$ 225	9.95%	\$ 5,000	\$ -	\$ -	\$ 5,000	0.00%
S & P ENDOWMENT FUND	822	\$ 2,000	\$ -	\$ 2,000	0.00%	\$ 2,000	\$ -	\$ -	\$ 2,000	0.00%
PIERCE G MARTIN MEMORIAL FUND	823	\$ 250	\$ 31	\$ 219	12.34%	\$ -	\$ -	\$ -	\$ -	13 0.00%
HUCKABEE ENDOWMENT FUND	824	\$ 2,500	\$ -	\$ 2,500	0.00%	\$ 2,500	\$ -	\$ -	\$ 2,500	0.00%

**ALEDO INDEPENDENT SCHOOL DISTRICT
BUDGET STATUS REPORT - GENERAL FUND
As of September 30, 2022**

REVENUES						
FUND	DESCRIPTION	2022-2023				2021-2022
		BUDGET	YTD REVENUE	BALANCE	YTD %	YTD %
	5700 REVENUE FROM LOCAL SOURCES					
199	5711 TAXES, CURRENT YEAR M&O	\$ 48,663,643.00	\$ -	\$ 48,663,643.00	0.00%	0.00%
199	5712 TAXES, PRIOR YEAR	325,000.00	7,631.93	317,368.07	2.35%	0.00%
199	5719 PENALTY/INTEREST	180,000.00	5,852.77	174,147.23	3.25%	0.00%
	TOTAL REAL AND PERSONAL PROPERTY TAXES	\$ 49,168,643.00	\$ 13,484.70	\$ 49,155,158.30	0.03%	0.00%
199	5739 TUITION/PAID PRE-K	\$ 25,000.00	\$ 11,644.66	\$ 13,355.34	46.58%	0.00%
199	5742 INTEREST FROM INVESTMENTS - BANK	7,500.00	5,280.15	2,219.85	70.40%	7.49%
199	5742 INTEREST FROM INVESTMENTS - TEXPOOL	175,000.00	59,214.38	115,785.62	33.84%	4.02%
199	5743 FACILITY USE RENT/FEES	35,000.00	-	35,000.00	0.00%	0.00%
184	5749 FACILITY USE RENT/PARKING - STADIUM	37,500.00	2,484.70	35,015.30	6.63%	2.25%
199	5749 MISCELLANEOUS REVENUE	50,000.00	10,827.18	39,172.82	21.65%	22.38%
199	5749 EXAM FEES/TESTING FEES/STUDENT PARKING	41,000.00	35,052.76	5,947.24	85.49%	93.20%
184	5752 ATHLETIC RECEIPTS/CONCESSIONS - STADIUM	453,500.00	198,609.93	254,890.07	43.79%	26.26%
199	5753 BAND STUDENT PARTICIPATION	150,000.00	36,307.00	113,693.00	24.20%	9.09%
	TOTAL OTHER REVENUE LOCAL SOURCES	\$ 974,500.00	\$ 359,420.76	\$ 615,079.24	36.88%	22.55%
	TOTAL REVENUE FROM LOCAL SOURCES	\$ 50,143,143.00	\$ 372,905.46	\$ 49,770,237.54	0.74%	0.38%
	5800 REVENUE FROM STATE SOURCES					
199	5810 PER CAPITA/FOUNDATION SCHOOL PROGRAM	\$ 20,270,654.00	\$ 8,423,924.00	\$ 11,846,730.00	41.56%	16.03%
184/199	5831 TRS/TRS CARE ON-BEHALF BENEFITS	3,833,218.00	-	3,833,218.00	0.00%	0.00%
	TOTAL STATE PROGRAM REVENUES	\$ 24,103,872.00	\$ 8,423,924.00	\$ 15,679,948.00	34.95%	13.57%
	5900 REVENUE FROM FEDERAL SOURCES					
199	5931 SCHOOL HEALTH/SHARS	\$ 425,000.00	\$ 2,759.64	\$ 422,240.36	0.65%	0.26%
	TOTAL FEDERAL PROGRAM REVENUES	\$ 425,000.00	\$ 2,759.64	\$ 422,240.36	0.65%	0.26%
	7900 OTHER SOURCES					
199	7910 SALE OF PROPERTY/SPECIAL ITEMS	\$ 500.00	\$ 2,250.00	\$ (1,750.00)	450.00%	0.00%
199	7940 GAS LEASE RECEIPTS & OTHER RESOURCES	7,500.00	994.74	6,505.26	13.26%	14.69%
	TOTAL OTHER RESOURCES	\$ 8,000.00	\$ 3,244.74	\$ 4,755.26	40.56%	13.77%
	TOTAL REVENUES	\$ 74,680,015.00	\$ 8,802,833.84	\$ 65,877,181.16	11.79%	4.50%

**ALEDO INDEPENDENT SCHOOL DISTRICT
BUDGET STATUS REPORT - GENERAL FUND
As of September 30, 2022**

EXPENDITURES								
FUND	FUNCTION/DESCRIPTION	2022-2023					2021-2022	
		BUDGET	ENCUMBRANCES	YTD EXPENSE	BALANCE	YTD %	YTD %	
199	11 CLASSROOM INSTRUCTION	\$ 43,449,942.00	\$ 185,378.34	\$ (127,205.96)	\$ 43,391,769.62	0.13%	1.28%	
199	12 INSTRUCTIONAL RESOURCES & MEDIA SERVICES	900,792.00	7,840.93	(6,478.37)	899,429.44	0.15%	4.36%	
199	13 CURRICULUM/INSTRUCTIONAL STAFF DEVELOPMENT	967,801.00	55,516.21	36,059.81	876,224.98	9.46%	6.92%	
199	21 INSTRUCTIONAL LEADERSHIP	992,505.00	5,544.13	78,262.56	908,698.31	8.44%	8.08%	
199	23 SCHOOL LEADERSHIP	4,170,826.00	13,321.63	317,654.24	3,839,850.13	7.94%	7.75%	
199	31 GUIDANCE, COUNSELING, & EVALUATION SERVICES	2,784,701.00	11,847.49	60,610.65	2,712,242.86	2.60%	2.89%	
199	33 HEALTH SERVICES	799,931.00	17,499.60	(4,959.40)	787,390.80	1.57%	-0.22%	
199	34 STUDENT (PUPIL) TRANSPORTATION	3,683,383.00	67,496.23	154,548.54	3,461,338.23	6.03%	7.03%	
199	35 FOOD SERVICES	111,717.00	-	-	111,717.00	0.00%	0.00%	
184	36 CO-CURRICULAR/EXTRACURRICULAR ACTIVITIES	2,314,414.00	87,104.00	52,188.60	2,175,121.40	6.02%	9.43%	
199	36 CO-CURRICULAR/EXTRACURRICULAR ACTIVITIES	915,298.00	38,987.06	29,669.24	846,641.70	7.50%	4.70%	
199	41 GENERAL ADMINISTRATION	3,224,871.00	33,147.49	279,861.59	2,911,861.92	9.71%	9.79%	
199	51 PLANT MAINTENANCE & OPERATIONS	8,432,894.00	80,048.81	1,338,970.75	7,013,874.44	16.83%	16.60%	
199	52 SECURITY & MONITORING SERVICES	873,795.00	22,224.06	12,273.75	839,297.19	3.95%	1.61%	
199	53 DATA PROCESSING SERVICES	2,088,310.00	216,300.23	164,345.04	1,707,664.73	18.23%	30.87%	
199	61 COMMUNITY SERVICES	44,430.00	225.00	-	44,205.00	0.51%	0.00%	
199	81 FACILITIES ACQUISITION & CONSTRUCTION	35,000.00	-	-	35,000.00	0.00%	0.00%	
199	91 CHAPTER 41 PAYMENT TO STATE	375,000.00	-	-	375,000.00	0.00%	0.00%	
199	99 OTHER INTERGOVERNMENTAL CHARGES	900,000.00	-	208,361.75	691,638.25	23.15%	25.10%	
	TOTAL EXPENDITURES	\$ 77,065,610.00	\$ 842,481.21	\$ 2,594,162.79	\$ 73,628,966.00	4.46%	5.49%	

**ALEDO INDEPENDENT SCHOOL DISTRICT
CASH BALANCES BY ACCOUNT
As of September 30, 2022**

Month end reconciled cash balances at First Financial Bank are the following:

<u>Fund/Description</u>	<u>Amount</u>
General Fund:	
First Financial Bank	\$ <u>3,412,222.32</u>
Total General Fund	\$ <u>3,412,222.32</u>
Debt Service Fund:	
First Financial Bank	\$ <u>5,602.08</u>
Total Debt Service Fund	\$ <u>5,602.08</u>
2015 Capital Projects Fund:	
First Financial Bank	\$ <u>20,256.28</u>
Total 2015 Capital Projects Fund	\$ <u>20,256.28</u>
2019 Capital Projects Fund:	
First Financial Bank	\$ <u>286,689.13</u>
Total 2019 Capital Projects Fund	\$ <u>286,689.13</u>
Campus/Student Activity Funds:	
First Financial Bank	\$ <u>1,179,656.44</u>
Total Campus/Student Activity Funds	\$ <u>1,179,656.44</u>
Endowments/Awards Funds:	
First Financial Bank	\$ <u>17,623.99</u>
Total Endowments/Awards Funds	\$ <u>17,623.99</u>
Grand Total Cash Balances	\$ <u><u>4,922,050.24</u></u>
Collateral Pledged by First Financial Bank	\$ <u><u>20,484,952.61</u></u>

**ALEDO INDEPENDENT SCHOOL DISTRICT
PORTFOLIO INVESTMENT REPORT
September 1, 2022 through September 30, 2022**

<u>Fund/Description</u>	<u>Book Value 09/01/2022</u>	<u>Deposits/ Purchases</u>	<u>Withdrawals/ Maturities</u>	<u>Interest</u>	<u>Book Value 09/30/2022</u>	<u>Average Yield</u>	<u>Market Value 09/30/2022</u>
General Fund:							
TexPool	\$ 29,884,343.70	\$ 6,500,000.00	\$ (6,500,000.00)	\$ 59,214.38	\$ 29,943,558.08	2.6131%	\$ 29,943,558.08
General Fund Totals	\$ 29,884,343.70	\$ 6,500,000.00	\$ (6,500,000.00)	\$ 59,214.38	\$ 29,943,558.08		\$ 29,943,558.08
Debt Service Fund:							
TexPool	\$ 3,545,647.65	\$ 20,000.00	\$ -	\$ 7,622.12	\$ 3,573,269.77	2.6131%	\$ 3,573,269.77
Debt Service Fund Totals	\$ 3,545,647.65	\$ 20,000.00	\$ -	\$ 7,622.12	\$ 3,573,269.77		\$ 3,573,269.77
Capital Projects Fund 2015:							
TexPool	\$ 3,296,316.66	\$ -	\$ (20,000.00)	\$ 7,066.25	\$ 3,283,382.91	2.6131%	\$ 3,283,382.91
Capital Projects Fund 2019:							
TexPool	\$ 21,395,884.92	\$ -	\$ (4,581,795.55)	\$ 40,112.56	\$ 16,854,201.93	2.6131%	\$ 16,854,201.93
Endowments/Awards Funds:							
TexPool	\$ 98,440.16	\$ -	\$ -	\$ 211.41	\$ 98,651.57	2.6131%	\$ 98,651.57
Investment Pool Totals:							
TexPool	\$ 58,220,633.09	\$ 6,520,000.00	\$ (11,101,795.55)	\$ 114,226.72	\$ 53,753,064.26	2.6131%	\$ 53,753,064.26
Portfolio Totals	\$ 58,220,633.09	\$ 6,520,000.00	\$ (11,101,795.55)	\$ 114,226.72	\$ 53,753,064.26		\$ 53,753,064.26

This Portfolio Investment Report of the Aledo Independent School District for the month ended September 30, 2022, is in full compliance with the District's investment policy and strategy as established by the District and the Public Funds Investment Act, Chapter 2256, of the Government Code.


Earl H. Husfeld, CPA, Chief Financial Officer


Beverly Hanson, Business Manager

ALEDO INDEPENDENT SCHOOL DISTRICT
PROPERTY TAX COLLECTION REPORT
As of August 31, 2022

Description	Current Year Collections		Delinquent Years Collections	
	Month	Year-to-Date	Month	Year-to-Date
Original Tax Levy/Balance	\$65,991,546.73	\$65,884,999.22	\$1,299,939.07	\$950,194.59
Levy Adjustments	(2,446.10)	104,101.41	(1,257.76)	348,486.72
Adjusted Tax Levy/Balance	\$65,989,100.63	\$65,989,100.63	\$1,298,681.31	\$1,298,681.31
Tax Collections	\$42,907.16	\$65,668,442.94	\$16,635.89	\$755,557.60
Penalty & Interest	3,539.58	205,507.94	2,861.33	113,415.49
Total Collections	\$46,446.74	\$65,873,950.88	\$19,497.22	\$868,973.09
Tax Collection Percent	0.07%	99.51%	1.28%	58.18%
Tax Collection Percent Prior Year	0.13%	99.41%	1.24%	43.00%
Unpaid Tax Balance at Month End	\$320,657.69		\$543,123.71	
Percent of Total Collections to Adjusted Levy	101.14%			

This report is prepared in accordance with Chapter 31, Section 31.10 of the Texas Property Tax Code.

Earl H. Husfeld, CPA
Chief Financial Officer

For the Month of September

Check Nbr	Check Date	Payee	Organization	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount
					Totals for Fund 184 / 3	113,936.78
					Totals for Fund 199 / 3	2,218,463.03
					Totals for Fund 224 / 3	15,831.71
					Totals for Fund 240 / 3	214,024.59
					Totals for Fund 244 / 3	6,824.78
					Totals for Fund 255 / 3	5,822.00
					Totals for Fund 283 / 3	57,000.00
					Totals for Fund 461 / 3	14,544.39
					Totals for Fund 490 / 3	3,389.00
					Totals for Fund 615 / 3	18,398.20
					Totals for Fund 619 / 3	4,232,004.22
					Totals for Fund 715 / 3	1,492.66
					Totals for Fund 730 / 3	5,660.83
					Totals for Fund 732 / 3	1,032.84
					Totals for Fund 865 / 3	32,340.24
					Totals For Checks	6,940,765.27

Estimated Number Of Unpaid Checks To Print:0

End of Report

For the Month of September

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
001359	09-23-2022	DELL, INC.	080098	10598659670	615-00-2110.00-000-300000	PO 206373	18,398.20	N
002421	09-09-2022	BSN SPORTS, LLC	080034	917976395	619-00-2110.00-000-300000	PO 204885	15,656.00	N
002422	09-09-2022	BSN SPORTS, LLC	080035	917926012	619-00-2110.00-000-300000	PO 204889	298.00	N
002423	09-09-2022	DREW CONSULTING SE	080077	AL-ABMS5	619-00-2110.00-000-300000	PO 104604	9,000.00	N
002424	09-09-2022	DREW CONSULTING SE	080078	AL-AVES1	619-00-2110.00-000-300000	PO 205295	12,600.00	N
002425	09-09-2022	DREW CONSULTING SE	080079	AL-AMSE3	619-00-2110.00-000-300000	PO 205298	3,800.00	N
002426	09-09-2022	FORT WORTH	080043	17057	619-00-2110.00-000-300000	PO 206992	13,177.38	N
002427	09-09-2022	HP ENVIROVISION	080082	APP NO 1	619-00-2110.00-000-300000	PO 205296	70,869.00	N
002428	09-23-2022	ALERT SERVICES, INC.	080224	5080928	619-00-2110.00-000-300000	PO 206116	850.00	N
			080224	5080990	619-00-2110.00-000-300000	PO 206116	17,256.30	N
			080224	5082216	619-00-2110.00-000-300000	PO 206116	2,285.00	N
			080224	5083191	619-00-2110.00-000-300000	PO 206116	3,330.00	N
						Totals for Check 002428	23,721.30	
002429	09-23-2022	ALPHA TESTING, INC	080096	148334	619-00-2110.00-000-300000	PO 104498	3,599.50	N
002430	09-23-2022	ALPHA TESTING, INC	080097	148333	619-00-2110.00-000-300000	PO 104499	768.25	N
002431	09-23-2022	AMAZON CAPITAL	080320	1QD4-9PT6-	619-00-2110.00-000-300000	PO 206698	149.97	N
002432	09-23-2022	CMJ ENGINEERING & TE	080110	22-8-000066	619-00-2110.00-000-300000	PROJECT 581-20123	1,286.50	N
002433	09-23-2022	DELTA-T	080247	4560	619-00-2110.00-000-300000	PO 104997	29,800.00	N
002434	09-23-2022	DELTA-T, LTD	080328	4565	619-00-2110.00-000-300000	PO 104998	30,825.00	N
002435	09-23-2022	FLINN SCIENTIFIC, INC.	080119	2729275	619-00-2110.00-000-300000	PO 206293	23,669.61	N
			080119	2731131	619-00-2110.00-000-300000	PO 206293	284.58	N
			080119	2732661	619-00-2110.00-000-300000	PO 206293	196.29	N
			080119	2733883	619-00-2110.00-000-300000	PO 206293	25.42	N
			080119	2736777	619-00-2110.00-000-300000	PO 206293	423.75	N
			080119	2739941	619-00-2110.00-000-300000	PO 206293	210.00	N
			080119	2764502	619-00-2110.00-000-300000	PO 206293	197.25	N
						Totals for Check 002435	25,006.90	
002436	09-23-2022	HENRY SCHEIN, INC.	080249	21499682	619-00-2110.00-000-300000	PO 205976	1,786.56	N
			080249	21499683	619-00-2110.00-000-300000	PO 205976	209.49	N
			080249	21684013	619-00-2110.00-000-300000	PO 205976	453.60	N
			080249	21986713	619-00-2110.00-000-300000	PO 205976	15.92	N
						Totals for Check 002436	2,465.57	
002437	09-23-2022	LEA PARK & PLAY, INC	080232	9035	619-00-2110.00-000-300000	PO 203000	233,987.59	N
002438	09-23-2022	LONE STAR FURNISHIN	080332	20220638	619-00-2110.00-000-300000	PO 206311	49,766.46	N
			080333	20220637	619-00-2110.00-000-300000	PO 206402	13,030.33	N
						Totals for Check 002438	62,796.79	
002439	09-23-2022	MFAC, LLC	080102	INV221165	619-00-2110.00-000-300000	PO 206712	15,474.00	N
			080102	INV221560	619-00-2110.00-000-300000	PO 206712	108.00	N
						Totals for Check 002439	15,582.00	

For the Month of September

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
002440	09-23-2022	MASTERCARD - JP MOR	080293	HOME DEPOT	619-00-2110.00-000-300000	PO 207119	598.00	N
002441	09-23-2022	MEDCO SUPPLY	080251	IN95256606	619-00-2110.00-000-300000	PO 205823	3,326.16	N
			080251	IN95297317	619-00-2110.00-000-300000	PO 205823	34.79	N
			080251	IN95301701	619-00-2110.00-000-300000	PO 205823	347.40	N
			080251	IN95306388	619-00-2110.00-000-300000	PO 205823	576.56	N
			080251	IN95329012	619-00-2110.00-000-300000	PO 205823	4,989.35	N
			080251	IN95372143	619-00-2110.00-000-300000	PO 205823	119.00	N
			080251	IN95432872	619-00-2110.00-000-300000	PO 205823	24.93	N
			080251	IN95556858	619-00-2110.00-000-300000	PO 205823	25.64	N
Totals for Check 002441							9,443.83	
002442	09-23-2022	NETSYNC NETWORK SO	080104	2025081484	619-00-2110.00-000-300000	PO 200648	29,658.50	N
002443	09-23-2022	NETSYNC NETWORK SO	080105	2025080198	619-00-2110.00-000-300000	PO 200650	110,657.59	N
			080105	2025090370	619-00-2110.00-000-300000	PO 200650	19,363.47	N
Totals for Check 002443							130,021.06	
002444	09-23-2022	PASCO BROKERAGE, IN	080122	22-2581	619-00-2110.00-000-300000	PO 207187	1,680.00	N
002445	09-23-2022	SCHOOL HEALTH CORP	080252	4070256-01	619-00-2110.00-000-300000	PO 205975	44.58	N
002446	09-23-2022	STRATEGIC EQUIPMENT	080126	4078578	619-00-2110.00-000-300000	PO 205547	255.04	N
002447	09-23-2022	WENGER CORPORATIO	080127	832817	619-00-2110.00-000-300000	PO 203880	214,482.39	N
032332	09-09-2022	APPLE, INC.	PY7184	AJ25814661	461-11-6329.01-001-311000	SUPPLIES	70.00	N
			PY7184	AJ26013058	461-11-6329.01-001-311000	SUPPLIES	124.00	N
Totals for Check 032332							194.00	
032333	09-09-2022	NORTHWEST ENGRAVE	PY6501	223749	461-11-6399.01-105-311000	SUPPLIES	140.25	N
032334	09-09-2022	KIM BURGE	PY7160	R21-292	865-00-2191.26-001-300000	SUPPLIES	1,033.80	N
032335	09-09-2022	HIGHTECH GRAFIX, INC	PY7191	156070	865-00-2191.52-001-300000	SUPPLIES	6,555.00	N
032336	09-23-2022	AFFORD-A-BOUNCE	300365	180792	461-11-6399.01-104-311000	SUPPLIES	420.00	N
032337	09-23-2022	AMAZON CAPITAL	PY7256	13NQ-373M-	461-11-6399.01-103-311000	SUPPLIES	164.76	N
			PY7219	1P7W-1JCP-	461-11-6399.01-104-311000	SUPPLIES	296.91	N
				1DC1-QJFF-	461-11-6399.01-104-311000	PO 207067 RETURNED ITEMS	-46.02	N
			PY7313	1KXJ-YK1P-6F76	461-11-6399.01-105-311000	SUPPLIES	333.80	N
			PY7313	1793-W91G-	461-11-6399.01-105-311000	SUPPLIES	13.02	N
			PY7380	1K6V-MY71-	461-11-6399.01-105-311000	SUPPLIES	752.08	N
			PY7120	1M9C-X9KR-	461-12-6399.01-105-311000	LIBRARY BOOKS	73.18	N
			PY7120	1PYP-JV7G-	461-12-6399.01-105-311000	LIBRARY BOOKS	8.99	N
Totals for Check 032337							1,596.72	
032338	09-23-2022	BABES CHICKEN DINNE	PY6743	STUARD ELEM	461-11-6399.01-103-311000	MEETING EXPENSE	887.80	N
032339	09-23-2022	CAMP LONE STAR YEAR	300444	ALEDO MIDDLE	461-11-6329.01-041-311000	STUDENT TRAVEL	125.00	N
032340	09-23-2022	CASA MANANA THEATR	300114	WALSH ELEM	461-11-6499.02-105-311000	FIELD TRIP	1,390.00	N
032341	09-23-2022	CHICK-FIL-A HUDSON O	300157	3459516	461-11-6399.01-102-311000	MEETING EXPENSE	74.00	N
			300363	3471755	461-11-6399.01-106-311000	SUPPLIES	47.25	N
Totals for Check 032341							121.25	

For the Month of September

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
032342	09-23-2022	FIRST FINANCIAL BANK	300287	PETTY CASH	461-41-6499.01-750-399002	REIMB/PETTY CASH	100.00	N
032343	09-23-2022	FIRST FINANCIAL BANK	300040	WALMART	461-11-6399.01-104-311000	REIMB/PETTY CASH	55.92	N
			300040	SAM'S CLUB	461-11-6399.01-104-311000	REIMB/PETTY CASH	46.96	N
			300040	DOLLAR TREE	461-11-6399.01-104-311000	REIMB/PETTY CASH	6.75	N
			300040	WALMART	461-11-6399.01-104-311000	REIMB/PETTY CASH	34.10	N
			300040	WALMART	461-11-6399.01-104-311000	REIMB/PETTY CASH	51.52	N
Totals for Check 032343							195.25	
032344	09-23-2022	HOBO GAMES, LLC	300324	1242	461-11-6399.01-104-311000	SUPPLIES	250.00	N
032345	09-23-2022	JOE T. GARCIA'S RESTA	300153	S GOOD	461-11-6399.01-106-311000	CAMPUS EVENT	500.00	N
032346	09-23-2022	JOE T. GARCIA'S RESTA	300355	VANDAELEM	461-11-6399.01-101-311000	CAMPUS EVENT	250.00	N
032347	09-23-2022	MASTERCARD - JP MOR	PY7170	THE FLOWER	461-11-6399.01-001-311000	FLOWERS	62.10	N
			PY6754	MONTES	461-11-6399.01-001-311000	MEETING EXPENSE	486.30	N
			PY6882	BROOKSHIRES	461-11-6399.01-041-311000	SUPPLIES	719.20	N
			PY6919	BROOKSHIRES	461-11-6399.01-041-311000	SUPPLIES	49.16	N
			PY6874	BROOKSHIRES	461-11-6399.01-041-311000	SUPPLIES	498.53	N
			PY6933	ALBERTONS	461-11-6399.01-102-311000	MEETING EXPENSE	41.43	N
			PY7062	HOME DEPOT	461-11-6399.01-102-311000	SUPPLIES	20.80	N
			PY7062	MICHAELS	461-11-6399.01-102-311000	SUPPLIES	13.59	N
			PY7062	PARTY CITY	461-11-6399.01-102-311000	SUPPLIES	30.00	N
			PY6858	BOOPAS	461-11-6399.01-102-311000	MEETING EXPENSE	141.11	N
			PY6930	BROOKSHIRES	461-11-6399.01-104-311000	SUPPLIES	166.36	N
			PY6930	HEB	461-11-6399.01-104-311000	SUPPLIES	76.47	N
			PY6931	RANCH HOUSE	461-11-6399.01-104-311000	SUPPLIES	137.87	N
			PY6918	FUZZY TACOS	461-11-6399.01-104-311000	SUPPLIES	660.00	N
			PY6585	FRIO GOURMET	461-11-6399.01-105-311000	SUPPLIES	129.50	N
			PY6505	MAMA'S PIZZA	461-11-6399.01-105-311000	MEETING EXPENSE	588.50	N
			PY6513	DONUT	461-11-6399.01-105-311000	SUPPLIES	77.50	N
			PY7003	MONTES	461-11-6399.03-042-311000	SUPPLIES	838.00	N
			PY7081	THE CAMPSITE	461-11-6399.03-105-311000	SUPPLIES	352.00	N
			PY7046	PCO ICE HOUSE	461-36-6399.01-001-391001	MEETING EXPENSE	1,000.00	N
			PY7198	URBANAIR	461-41-6499.01-750-399002	SUPPLIES	142.20	N
Totals for Check 032347							6,230.62	
032348	09-23-2022	R & R BOTTLED WATER	300356	67916	461-11-6399.01-105-311000	SUPPLIES	45.00	N
			300343	67917	461-11-6399.01-106-311000	SUPPLIES	89.00	N
Totals for Check 032348							134.00	
032349	09-23-2022	SCRIPPS NATIONAL SPE	300088	SK32-390035	461-12-6399.01-105-311000	SUPPLIES	182.50	N
032350	09-23-2022	TEAM DYNAMICS, LLC	300076	010069	461-11-6399.03-106-311000	SUPPLIES	690.00	N
032351	09-23-2022	TX ASSN OF JOURNALIS	300172	9072	461-11-6329.01-001-311000	FEES/DUES	35.00	N
032352	09-23-2022	WALSWORTH PUBLISHI	300406	EMILY ARNOLD	461-11-6329.01-001-311000	ELITE REGISTRATION	1,050.00	N
032353	09-23-2022	YOUR PERSONAL CHEF,	300269	001100	461-11-6399.01-106-311000	MEETING EXPENSE	52.00	N

For the Month of September

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
032354	09-23-2022	AMAZON CAPITAL	PY7020	13NG-R434-	865-00-2191.25-001-300000	CHEER SUPPLIES	531.80	N
			PY7020	1KGY-QP1V-	865-00-2191.25-001-300000	CHEER SUPPLIES	655.98	N
				1KWM-7T44-	865-00-2191.25-001-300000	PO 207020 DAMAGED ITEMS	-93.00	N
				1LP6-MKNF-	865-00-2191.25-001-300000	PO 207020 DAMAGED ITEMS	-21.29	N
			PY7284	1T74-GNGN-	865-00-2191.55-001-300000	SUPPLIES	1,001.42	N
						Totals for Check 032354	2,074.91	
032355	09-23-2022	CROWD PLEASERS DAN	300151	70297	865-00-2191.26-001-300000	ENTRY FEE	1,386.00	N
032356	09-23-2022	THE DANCE SHOP	300208	116397	865-00-2191.31-001-300000	SUPPLIES/AHS BAND STUDENTS	440.00	N
032357	09-23-2022	DANCE SOPHISTICATES	PY7318	35751	865-00-2191.31-001-300000	SUPPLIES	1,226.80	N
032358	09-23-2022	MASTERCARD - JP MOR	PY7235	RAILHEAD BBQ	865-00-2191.15-001-300000	STAFF DEVELOPMENT	1,010.00	N
			PY7085	CHICK-FIL-A	865-00-2191.25-001-300000	STUDENT MEALS	208.22	N
			PY7183	LOWES	865-00-2191.31-001-300000	SUPPLIES	919.50	N
			PY7182	HOME DEPOT	865-00-2191.31-001-300000	SUPPLIES	4,785.31	N
			PY6797	BLOSSOMS	865-00-2191.70-042-300000	FLOWERS	90.00	N
						Totals for Check 032358	7,013.03	
032359	09-23-2022	N-TUNE MUSIC & SOUN	300206	J24327	865-00-2191.31-001-300000	SUPPLIES/AHS BAND STUDENTS	1,599.84	N
032360	09-23-2022	ROADRUNNER CHARTE	PY7181	35530	865-00-2191.31-001-300000	CHARTER SERVICE	123.50	N
032361	09-23-2022	ROSA'S CAFE & TORTILL	PY7340	16530512	865-00-2191.31-001-300000	STUDENT MEALS	1,057.40	N
032362	09-23-2022	SCARBOROUGH SPECIA	PY7293	217276-1	865-00-2191.31-001-300000	SUPPLIES	5,585.32	N
032363	09-23-2022	TEXAS ASSN OF STUDE	300413	23945	865-00-2191.45-001-300000	ANNUAL MEMBERSHIP FEE	95.00	N
			300142	24710	865-00-2191.45-102-300000	FEES/DUES	95.00	N
						Totals for Check 032363	190.00	
032364	09-23-2022	TOTE UNLIMITED	PY7291	121692	865-00-2191.31-001-300000	SUPPLIES	3,876.01	N
			PY7291	121812	865-00-2191.31-001-300000	SUPPLIES	840.00	N
				2014CR	865-00-2191.31-001-300000	2014 PRIOR YEAR RETURN CRED	-661.37	N
						Totals for Check 032364	4,054.64	
090101	09-01-2022	RJM CONTRACTORS, IN	204185	22004-03	619-81-6629.00-999-399500	SCHOOL CONVERSION TO ECA	705,094.41	N
090201	09-02-2022	ARBITERPAY TRUST AC	080343	ARBITERPAY	184-36-6299.00-001-391960	GAME OFFICIALS	5,000.00	N
090901	09-09-2022	IMPERIAL CONSTRUCTI	105510	APP #17	619-81-6629.00-041-399200	ADDITION/RENOVATION/AMS	1,530,304.74	N
091201	09-12-2022	RJM CONTRACTORS, IN	204185	22004-04	619-81-6629.00-999-399500	SCHOOL CONVERSION TO ECA	130,337.51	N
091601	09-16-2022	TEXAS COMPTROLLER	080344	AUGUST 2022	730-61-6499.00-999-399000	SALES AND USE TAX PMT	2,081.81	N
091901	09-19-2022	SATTERFIELD & PONTIK	103660	APPL #19	619-81-6629.00-999-399300	CONSTRUCTION/MMS	924,694.41	N
092101	09-21-2022	ARBITERPAY TRUST AC	080345	ARBITERPAY	184-36-6299.00-001-391960	GAME OFFICIALS	5,000.00	N
143458	09-09-2022	ALEDO ISD CHILD NUTRI	080026	2140	199-00-2110.00-000-300000	PO 207107	225.00	N
			080026	2202	199-00-2110.00-000-300000	PO 207107	250.00	N
			080026	2203	199-00-2110.00-000-300000	PO 207107	200.00	N
						Totals for Check 143458	675.00	
143459	09-09-2022	AT&T	080015	81744151142358	199-51-6259.01-999-399999	TELEPHONE	952.29	N

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143460	09-09-2022	AT&T	080016	817A8607418612	199-51-6259.01-999-399999	TELEPHONE	1,537.61	N
143461	09-09-2022	AT&T	080017	81744151302341	199-51-6259.01-999-399999	TELEPHONE	1,216.64	N
143462	09-09-2022	AT&T LONG DISTANCE	080071	862364924	199-00-2110.00-000-300000	LONG DISTANCE	2.91	N
143463	09-09-2022	BORDEN DAIRY	080028	2209198308	240-00-2110.00-000-300000	PO 206623	207.96	N
			080028	2209270106	240-00-2110.00-000-300000	PO 206623	279.91	N
			080028	2209198309	240-00-2110.00-000-300000	PO 206623	207.78	N
			080028	2209270107	240-00-2110.00-000-300000	PO 206623	11.00	N
			080028	2209198310	240-00-2110.00-000-300000	PO 206623	311.85	N
			080028	2209270109	240-00-2110.00-000-300000	PO 206623	141.25	N
			080028	2209198305	240-00-2110.00-000-300000	PO 206623	155.05	N
			080028	2209270113	240-00-2110.00-000-300000	PO 206623	114.04	N
			080028	2209198312	240-00-2110.00-000-300000	PO 206623	325.61	N
			080028	2209270110	240-00-2110.00-000-300000	PO 206623	204.87	N
			080028	2209198306	240-00-2110.00-000-300000	PO 206623	248.08	N
			080028	2209270105	240-00-2110.00-000-300000	PO 206623	222.57	N
			080028	2209198313	240-00-2110.00-000-300000	PO 206623	279.09	N
			080028	2209270111	240-00-2110.00-000-300000	PO 206623	204.51	N
			080028	2209198304	240-00-2110.00-000-300000	PO 206623	263.59	N
			080028	2209270104	240-00-2110.00-000-300000	PO 206623	185.41	N
			080028	2209198303	240-00-2110.00-000-300000	PO 206623	279.09	N
			080028	2209270102	240-00-2110.00-000-300000	PO 206623	64.77	N
			080028	2209198314	240-00-2110.00-000-300000	PO 206623	372.12	N
			080028	2209270112	240-00-2110.00-000-300000	PO 206623	231.92	N
			080028	2209198311	240-00-2110.00-000-300000	PO 206623	120.73	N
			080028	2209270108	240-00-2110.00-000-300000	PO 206623	153.95	N
			080029	2208936902	240-00-2110.00-000-300000	PO 206802	75.32	N
			080030	2208913302	240-00-2110.00-000-300000	PO 206814	90.27	N
			080031	2209055002	240-00-2110.00-000-300000	PO 206988	60.92	N
			080031	2209102603	240-00-2110.00-000-300000	PO 206988	31.01	N
			080032	2209364805	240-00-2110.00-000-300000	PO 206624	156.02	N
			080032	2209436706	240-00-2110.00-000-300000	PO 206624	190.62	N
			080032	2209364806	240-00-2110.00-000-300000	PO 206624	207.78	N
			080032	2209436709	240-00-2110.00-000-300000	PO 206624	86.64	N
			080032	2209364803	240-00-2110.00-000-300000	PO 206624	86.46	N
			080032	2209436704	240-00-2110.00-000-300000	PO 206624	69.38	N
			080032	2209364810	240-00-2110.00-000-300000	PO 206624	46.52	N
			080032	2209436711	240-00-2110.00-000-300000	PO 206624	255.98	N
			080032	2209364808	240-00-2110.00-000-300000	PO 206624	46.52	N
			080032	2209436715	240-00-2110.00-000-300000	PO 206624	217.17	N
			080032	2209364811	240-00-2110.00-000-300000	PO 206624	108.54	N
			080032	2209436712	240-00-2110.00-000-300000	PO 206624	116.43	N
			080032	2209364804	240-00-2110.00-000-300000	PO 206624	93.03	N
			080032	2209436705	240-00-2110.00-000-300000	PO 206624	298.59	N
			080032	2209364802	240-00-2110.00-000-300000	PO 206624	170.56	N

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			080032	2209436703	240-00-2110.00-000-300000	PO 206624	232.67	N
			080032	2209364812	240-00-2110.00-000-300000	PO 206624	155.06	N
			080032	2209436713	240-00-2110.00-000-300000	PO 206624	379.36	N
			080032	2209364809	240-00-2110.00-000-300000	PO 206624	152.84	N
			080032	2209436710	240-00-2110.00-000-300000	PO 206624	107.43	N
			080033	2209531302	240-00-2110.00-000-300000	PO 206625	208.06	N
			080033	2209531307	240-00-2110.00-000-300000	PO 206625	138.76	N
			080033	2209531308	240-00-2110.00-000-300000	PO 206625	155.93	N
			080033	2209531303	240-00-2110.00-000-300000	PO 206625	155.84	N
			080033	2209531309	240-00-2110.00-000-300000	PO 206625	108.54	N
			080033	2209531306	240-00-2110.00-000-300000	PO 206625	170.56	N
			080033	2209531311	240-00-2110.00-000-300000	PO 206625	186.06	N
			080033	2209531305	240-00-2110.00-000-300000	PO 206625	92.41	N
			080033	2209531304	240-00-2110.00-000-300000	PO 206625	217.07	N
			080033	2209531312	240-00-2110.00-000-300000	PO 206625	124.04	N
			080033	2209531310	240-00-2110.00-000-300000	PO 206625	107.43	N
				2209055004	240-00-2110.00-000-300000	PO 206623 RETURN	-20.10	N
				2209364807	240-00-2110.00-000-300000	PO 206624 RETURNS	-58.79	N
				2209436708	240-00-2110.00-000-300000	PO 206625	-217.17	N
						Totals for Check 143463	9,388.91	
143464	09-09-2022	BUSINESS ESSENTIALS	080027	309368-0	199-00-2110.00-000-300000	PO 207151	36.00	N
143465	09-09-2022	CDW GOVERNMENT, IN	080037	CJ39621	199-00-2110.00-000-300000	PO 207257	61.20	N
143466	09-09-2022	CDW GOVERNMENT, IN	080036	CJ93514	199-00-2110.00-000-300000	PO 207095	1,146.45	N
			080036	CJ98262	199-00-2110.00-000-300000	PO 207095	1,222.88	N
			080036	CK40312	199-00-2110.00-000-300000	PO 207095	229.29	N
						Totals for Check 143466	2,598.62	
143467	09-09-2022	CHICK-FIL-A HUDSON O	080076	3438702	199-00-2110.00-000-300000	PO 207345	466.55	N
143468	09-09-2022	EAI EDUCATION	080080	INV1204753	199-00-2110.00-000-300000	PO 207225	118.58	N
143469	09-09-2022	ECHO AFC TRANSPORT	080040	29978	199-00-2110.00-000-300000	PO 207018	1,680.00	N
			080041	29944	199-00-2110.00-000-300000	PO 207192	1,782.00	N
						Totals for Check 143469	3,462.00	
143470	09-09-2022	ENVIROMATIC	080042	FW28858	199-00-2110.00-000-300000	PO 207125	2,578.00	N
143471	09-09-2022	FIDELITY SECURITY LIF	080086	011-2022	184-36-6429.00-001-391960	BASE ACCIDENT INSURANCE	49,900.00	N
	10-05-2022	FIDELITY SECURITY LIF	080086	011-2022	184-36-6429.00-001-391960	INCORRECT VENDOR	-49,900.00	N
						Totals for Check 143471	.00	
143472	09-09-2022	FIRST FINANCIAL BANK	080001	MMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143473	09-09-2022	FIRST FINANCIAL BANK	080002	MMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143474	09-09-2022	FIRST FINANCIAL BANK	080003	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143475	09-09-2022	FIRST FINANCIAL BANK	080004	AMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143476	09-09-2022	FIRST FINANCIAL BANK	080005	AMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N

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143477	09-09-2022	FIRST FINANCIAL BANK	080006	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143478	09-09-2022	FIRST FINANCIAL BANK	080007	SUB-VAR FB	184-00-5752.00-000-300000	START UP CASH	600.00	N
143479	09-09-2022	FIRST FINANCIAL BANK	080008	SUB-VAR FB	184-00-5752.00-000-300000	START UP CASH	600.00	N
143480	09-09-2022	FIRST FINANCIAL BANK	080009	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143481	09-09-2022	FIRST FINANCIAL BANK	080010	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143482	09-09-2022	FIRST FINANCIAL BANK	080011	AMS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143483	09-09-2022	FIRST FINANCIAL BANK	080012	AMS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143484	09-09-2022	FIRST FINANCIAL BANK	080013	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143485	09-09-2022	FIRST FINANCIAL BANK	080014	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143486	09-09-2022	FRIENDS of TEXAS PUBL	080085	20220810	199-41-6495.00-701-399701	NETWORK MEMBERSHIP 2022-23	350.00	N
143487	09-09-2022	GAS & SUPPLY NORTH	080019	37197136	199-00-2110.00-000-300000	CYLINDER LEASE	78.91	N
143488	09-09-2022	HAIGOOD & CAMPBELL,	080081	251476	199-00-2110.00-000-300000	PO 207381	8,384.50	N
143489	09-09-2022	HEAR TO HELP	080072	JULY 2022	199-00-2110.00-000-300000	AUDIOLOGY MANAGEMENT	18.75	N
			080072	JULY 2022	199-00-2110.00-000-300000	AUDIOLOGY MANAGEMENT	56.25	N
			080073	AUGUST 2022	199-00-2110.00-000-300000	AUDIOLOGY MANAGEMENT	510.16	N
			080073	AUGUST 2022	199-00-2110.00-000-300000	AUDIOLOGY MANAGEMENT	344.84	N
Totals for Check 143489							930.00	
143490	09-09-2022	HOBBY LOBBY STORES,	080044	HOBBY LOBBY	199-00-2110.00-000-300000	PO 203632	77.54	N
143491	09-09-2022	KIMBERLY J. HYDE	080074	AUGUST 2022	199-00-2110.00-000-300000	AI 504 SERVICES	1,050.00	N
			080074	AUGUST 2022	199-00-2110.00-000-300000	AI SPED SERVICES	1,537.50	N
Totals for Check 143491							2,587.50	
143492	09-09-2022	KLEMENT DISTRIBUTIO	080045	10512546	240-00-2110.00-000-300000	PO 206636	291.24	N
			080045	10512547	240-00-2110.00-000-300000	PO 206636	250.83	N
			080045	10512549	240-00-2110.00-000-300000	PO 206636	371.10	N
			080045	10512548	240-00-2110.00-000-300000	PO 206636	311.42	N
Totals for Check 143492							1,224.59	
143493	09-09-2022	LABATT FOOD SERVICE	080046	08233634	184-00-2110.00-000-300000	PO 207230	13,224.81	N
			080047	08144314	240-00-2110.00-000-300000	PO 206645	70.22	N
			080047	08144311	240-00-2110.00-000-300000	PO 206645	3,196.92	N
			080047	08144312	240-00-2110.00-000-300000	PO 206645	7,633.01	N
			080047	08144313	240-00-2110.00-000-300000	PO 206645	1,374.71	N
			080047	08144308	240-00-2110.00-000-300000	PO 206645	2,483.56	N
			080047	08144309	240-00-2110.00-000-300000	PO 206645	5,556.60	N
			080047	08144310	240-00-2110.00-000-300000	PO 206645	699.53	N
			080047	08144326	240-00-2110.00-000-300000	PO 206645	7,351.53	N
			080047	08144327	240-00-2110.00-000-300000	PO 206645	3,318.21	N
			080047	08144324	240-00-2110.00-000-300000	PO 206645	381.10	N
			080047	08144325	240-00-2110.00-000-300000	PO 206645	2,467.62	N
			080047	08144328	240-00-2110.00-000-300000	PO 206645	443.83	N
			080047	08144330	240-00-2110.00-000-300000	PO 206645	15,881.67	N

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			080047	08144332	240-00-2110.00-000-300000	PO 206645	3,218.55	N
			080047	08144329	240-00-2110.00-000-300000	PO 206645	351.83	N
			080047	08144331	240-00-2110.00-000-300000	PO 206645	343.64	N
			080047	08144114	240-00-2110.00-000-300000	PO 206645	5,854.30	N
			080047	08144116	240-00-2110.00-000-300000	PO 206645	2,822.04	N
			080047	08144117	240-00-2110.00-000-300000	PO 206645	193.20	N
			080047	08144113	240-00-2110.00-000-300000	PO 206645	65.43	N
			080047	08144115	240-00-2110.00-000-300000	PO 206645	2,119.68	N
			080047	08144316	240-00-2110.00-000-300000	PO 206645	2,275.05	N
			080047	08144318	240-00-2110.00-000-300000	PO 206645	2,229.78	N
			080047	08144315	240-00-2110.00-000-300000	PO 206645	173.22	N
			080047	08144317	240-00-2110.00-000-300000	PO 206645	643.79	N
			080047	08144304	240-00-2110.00-000-300000	PO 206645	81.46	N
			080047	08144305	240-00-2110.00-000-300000	PO 206645	2,656.51	N
			080047	08144307	240-00-2110.00-000-300000	PO 206645	1,979.26	N
			080047	08144306	240-00-2110.00-000-300000	PO 206645	826.61	N
			080047	08144319	240-00-2110.00-000-300000	PO 206645	3,053.08	N
			080047	08144321	240-00-2110.00-000-300000	PO 206645	2,831.05	N
			080047	08144320	240-00-2110.00-000-300000	PO 206645	531.53	N
			080047	08144333	240-00-2110.00-000-300000	PO 206645	65.43	N
			080047	08144334	240-00-2110.00-000-300000	PO 206645	3,553.63	N
			080047	08144336	240-00-2110.00-000-300000	PO 206645	2,637.07	N
			080047	08144335	240-00-2110.00-000-300000	PO 206645	1,318.72	N
			080047	08144323	240-00-2110.00-000-300000	PO 206645	3,429.88	N
			080047	08144322	240-00-2110.00-000-300000	PO 206645	3,680.80	N
			080047	08144815	240-00-2110.00-000-300000	PO 206645	2,463.47	N
			080047	08144816	240-00-2110.00-000-300000	PO 206645	477.31	N
			080048	08232992	240-00-2110.00-000-300000	PO 206646	8,034.83	N
			080048	08232993	240-00-2110.00-000-300000	PO 206646	777.71	N
			080048	08232990	240-00-2110.00-000-300000	PO 206646	2,381.24	N
			080048	08232991	240-00-2110.00-000-300000	PO 206646	122.42	N
			080048	08232994	240-00-2110.00-000-300000	PO 206646	4,795.45	N
			080048	08232995	240-00-2110.00-000-300000	PO 206646	603.37	N
			080048	08233001	240-00-2110.00-000-300000	PO 206646	4,669.87	N
			080048	08233002	240-00-2110.00-000-300000	PO 206646	948.81	N
			080048	08232996	240-00-2110.00-000-300000	PO 206646	190.48	N
			080048	08232997	240-00-2110.00-000-300000	PO 206646	1,156.50	N
			080048	08232998	240-00-2110.00-000-300000	PO 206646	339.44	N
			080048	08232987	240-00-2110.00-000-300000	PO 206646	23.84	N
			080048	08232988	240-00-2110.00-000-300000	PO 206646	1,708.96	N
			080048	08232989	240-00-2110.00-000-300000	PO 206646	443.56	N
			080048	08233003	240-00-2110.00-000-300000	PO 206646	161.81	N
			080048	08233004	240-00-2110.00-000-300000	PO 206646	1,783.96	N
			080048	08233005	240-00-2110.00-000-300000	PO 206646	491.44	N
			080048	08232986	240-00-2110.00-000-300000	PO 206646	90.43	N

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			080048	08232983	240-00-2110.00-000-300000	PO 206646	123.31	N
			080048	08232984	240-00-2110.00-000-300000	PO 206646	1,589.57	N
			080048	08232985	240-00-2110.00-000-300000	PO 206646	221.69	N
			080048	08232982	240-00-2110.00-000-300000	PO 206646	1,636.93	N
			080048	08232981	240-00-2110.00-000-300000	PO 206646	316.26	N
			080048	08233007	240-00-2110.00-000-300000	PO 206646	2,147.21	N
			080048	08233006	240-00-2110.00-000-300000	PO 206646	512.50	N
			080048	08232999	240-00-2110.00-000-300000	PO 206646	1,358.03	N
			080048	08233000	240-00-2110.00-000-300000	PO 206646	90.23	N
			080049	08303414	240-00-2110.00-000-300000	PO 206647	7,214.68	N
			080049	08303415	240-00-2110.00-000-300000	PO 206647	825.19	N
			080049	08303412	240-00-2110.00-000-300000	PO 206647	2,313.96	N
			080049	08303411	240-00-2110.00-000-300000	PO 206647	234.56	N
			080049	08303416	240-00-2110.00-000-300000	PO 206647	4,417.60	N
			080049	08303417	240-00-2110.00-000-300000	PO 206647	422.18	N
			080049	08284196	240-00-2110.00-000-300000	PO 206647	284.20	N
			080049	08303404	240-00-2110.00-000-300000	PO 206647	2,780.93	N
			080049	08303403	240-00-2110.00-000-300000	PO 206647	535.93	N
			080049	08303420	240-00-2110.00-000-300000	PO 206647	1,459.27	N
			080049	08303421	240-00-2110.00-000-300000	PO 206647	331.03	N
			080049	08303408	240-00-2110.00-000-300000	PO 206647	117.43	N
			080049	08303409	240-00-2110.00-000-300000	PO 206647	1,045.15	N
			080049	08303410	240-00-2110.00-000-300000	PO 206647	357.28	N
			080049	08303422	240-00-2110.00-000-300000	PO 206647	1,658.63	N
			080049	08303423	240-00-2110.00-000-300000	PO 206647	500.78	N
			080049	08303406	240-00-2110.00-000-300000	PO 206647	2,612.54	N
			080049	08303407	240-00-2110.00-000-300000	PO 206647	355.85	N
			080049	08303405	240-00-2110.00-000-300000	PO 206647	2,131.37	N
			080049	08303424	240-00-2110.00-000-300000	PO 206647	2,988.33	N
			080049	08303418	240-00-2110.00-000-300000	PO 206647	1,240.10	N
			080049	08303419	240-00-2110.00-000-300000	PO 206647	51.53	N
				08144326	240-00-2110.00-000-300000	PO 206645 RETURNED ITEMS	-159.73	N
				08232996	240-00-2110.00-000-300000	PO 206646 RETURNED ITEMS	-4.02	N
				08233001	240-00-2110.00-000-300000	PO 206646 RETURNED ITEMS	-28.42	N
						Totals for Check 143493	184,365.84	
143494	09-09-2022	BETH LANE	080020	RACHEL LANE	240-00-2110.00-000-300000	REFUND-STUDENT GRADUATED	15.31	N
143495	09-09-2022	LEGEND INSURANCE	080087	011-2022	184-36-6429.00-001-391960	CATASTROPHIC ACCIDENT INSU	2,268.00	N
143496	09-09-2022	M-PAK, INC	080083	106902-1	199-00-2110.00-000-300000	PO 206056	49.49	N
143497	09-09-2022	RICHARD B. MCCASLIN	080021	AISD LEARN	199-00-2110.00-000-300000	SPEAKER LEARNING ACADEMY	400.00	N
143498	09-09-2022	MHC TRUCK LEASING, I	080022	K0503000001608	199-00-2110.00-000-300000	TRUCK LEASING	1,591.80	N
143499	09-09-2022	NEXTLINK	080068	B125122833-44	199-53-6499.01-990-399999	VOIP LINE	183.74	N

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143500	09-09-2022	PBS OF TEXAS	080069	7450101473	199-51-6249.00-999-399999	SEPTEMBER JANITORIAL SERVIC	140,590.00	N
143501	09-09-2022	PORTIONPAC CHEMICA	080050	IN239556	240-00-2110.00-000-300000	PO 206650	1,320.00	N
143502	09-09-2022	QUILL CORPORATION	080051	27202930	199-00-2110.00-000-300000	PO 207315	740.03	N
			080051	27221261	199-00-2110.00-000-300000	PO 207315	262.76	N
			080051	27244956	199-00-2110.00-000-300000	PO 207315	179.98	N
Totals for Check 143502							1,182.77	
143503	09-09-2022	R. CRAIG STEPHENS	080052	1237	240-00-2110.00-000-300000	PO 206629	808.33	N
			080052	1240	240-00-2110.00-000-300000	PO 206629	335.58	N
			080052	1238	240-00-2110.00-000-300000	PO 206629	403.77	N
			080052	1239	240-00-2110.00-000-300000	PO 206629	509.11	N
			080052	1245	240-00-2110.00-000-300000	PO 206629	441.40	N
			080052	1242	240-00-2110.00-000-300000	PO 206629	385.63	N
			080052	1244	240-00-2110.00-000-300000	PO 206629	340.24	N
			080052	1243	240-00-2110.00-000-300000	PO 206629	393.49	N
			080052	1246	240-00-2110.00-000-300000	PO 206629	538.61	N
			080052	1241	240-00-2110.00-000-300000	PO 206629	171.43	N
			080052	1247	240-00-2110.00-000-300000	PO 206629	212.20	N
			080053	1361	240-00-2110.00-000-300000	PO 206630	1,216.68	N
			080053	1364	240-00-2110.00-000-300000	PO 206630	418.88	N
			080053	1362	240-00-2110.00-000-300000	PO 206630	526.32	N
			080053	1363	240-00-2110.00-000-300000	PO 206630	721.03	N
			080053	1369	240-00-2110.00-000-300000	PO 206630	371.25	N
			080053	1366	240-00-2110.00-000-300000	PO 206630	583.78	N
			080053	1368	240-00-2110.00-000-300000	PO 206630	282.61	N
			080053	1367	240-00-2110.00-000-300000	PO 206630	486.30	N
			080053	1370	240-00-2110.00-000-300000	PO 206630	313.54	N
			080053	1365	240-00-2110.00-000-300000	PO 206630	571.16	N
			080053	1428	240-00-2110.00-000-300000	PO 206630	58.00	N
			080053	1371	240-00-2110.00-000-300000	PO 206630	373.95	N
Totals for Check 143503							10,463.29	
143504	09-09-2022	RALPH WRIGHT COMME	080054	2613	199-00-2110.00-000-300000	PO 207361	187.00	N
143505	09-09-2022	REGION 4 ESC	080055	10039161	199-00-2110.00-000-300000	PO 207145	60.00	N
143506	09-09-2022	RENTAL ONE	080056	1421551-0001	199-00-2110.00-000-300000	PO 206569	3,056.40	N
143507	09-09-2022	REPUBLIC SERVICES	080018	0794-015410014	199-51-6259.05-999-399999	WASTE COLLECTION	18,227.01	N
143508	09-09-2022	INTERSTATE BILLING SE	080057	3029171652	199-00-2110.00-000-300000	PO 206735	39.48	N
			080058	3029170835	199-00-2110.00-000-300000	PO 207307	354.50	N
			080084	3029166007	199-00-2110.00-000-300000	PO 206975	729.93	N
Totals for Check 143508							1,123.91	
143509	09-09-2022	SIRCHIE ACQUISITION C	080059	0558256-IN	199-00-2110.00-000-300000	PO 206953	104.51	N
143510	09-09-2022	SOUTHERN TIRE MART,	080060	4120031741	199-00-2110.00-000-300000	PO 207027	6,792.60	N
			080061	4120031830	199-00-2110.00-000-300000	PO 207147	646.99	N
Totals for Check 143510							7,439.59	

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143511	09-09-2022	SOUTHWEST INTL TRUC	080062	022016257	199-00-2110.00-000-300000	PO 206961	1,741.86	N
143512	09-09-2022	SPECIALTY SOUND	080063	W2021-265	199-00-2110.00-000-300000	PO 206917	1,785.00	N
143513	09-09-2022	TEX-OMA BUILDERS SU	080065	788218	199-00-2110.00-000-300000	PO 207253	112.00	N
143514	09-09-2022	TEX-OMA BUILDERS SU	080064	788273	199-00-2110.00-000-300000	PO 207110	576.00	N
143515	09-09-2022	TEXAS EDUCATION AGE	080023	SM220018	199-00-2110.00-000-300000	LEWISVILLE ISD-LATIN II A/B	1,050.00	N
			080023	SM220023	199-00-2110.00-000-300000	AMARILLO VIRT ACAD-ART I A/B	2,925.00	N
			080023	SM220032	199-00-2110.00-000-300000	PASADENA ISD-VARIOUS CLASS	28,680.00	N
Totals for Check 143515							32,655.00	
143516	09-09-2022	COMMUNITY NEWS	080038	29073	199-00-2110.00-000-300000	PO 206849	250.90	N
			080039	29068	199-00-2110.00-000-300000	PO 207265	415.63	N
Totals for Check 143516							666.53	
143517	09-09-2022	TJM PROMOS	080066	29778	199-00-2110.00-000-300000	PO 207244	820.00	N
143518	09-09-2022	TOWN OF ANNETTA	080024	14-0050-00	199-00-2110.00-000-300000	UTILITIES	1,282.76	N
143519	09-09-2022	TRANSLATION & INTERP	080070	37334	199-11-6299.00-940-323940	TRANSLATION SERVICES	870.20	N
143520	09-09-2022	UNIFIRST HOLDINGS, IN	080025	829 3368570	199-00-2110.00-000-300000	LAUNDRY SERVICES	69.82	N
143521	09-09-2022	UNITED REFRIGERATIO	080067	86378481-00	199-00-2110.00-000-300000	PO 207304	57.32	N
143522	09-09-2022	WALSH, GALLEGOS, TR	080075	636048	199-00-2110.00-000-300000	NATHAN K.	67.00	N
143523	09-15-2022	EDUC. EMPLOYEES CRE	DEDCH		199-00-2154.00-004-300000	SEP DED CREDIT UNION	2,185.50	N
			DEDCH		199-00-2159.00-164-300000	SEP DED HSA	23,133.32	N
Totals for Check 143523							25,318.82	
143524	09-15-2022	A.T.P.E.	DEDCH		199-00-2159.00-005-300000	SEP DED UNION DUES	308.20	N
143525	09-15-2022	ALEDO ISD GENERAL O	DEDCH		199-00-2159.00-125-300000	SEP DED MISCELLANEOUS DEDU	5,723.66	N
			DEDCH		199-00-2159.00-173-300000	SEP DED MISCELLANEOUS DEDU	55,017.08	N
Totals for Check 143525							60,740.74	
143526	09-15-2022	TEXAS STATE TEACHER	DEDCH		199-00-2159.00-006-300000	SEP DED TSTA DUES	55.00	N
143527	09-15-2022	UNITED EDUCATORS AS	DEDCH		199-00-2159.00-016-300000	SEP DED UNION DUES	5,102.00	N
143528	09-15-2022	UNUM SERVICE OFFICE	DEDCH		199-00-2159.00-077-300000	SEP DED INCOME REPLACEMEN	29.70	N
143529	09-15-2022	ECAP, LTD.	DEDCH		199-00-2159.00-082-300000	SEP DED MISCELLANEOUS DEDU	390.00	N
143530	09-15-2022	TEXAS AFT AMP	DEDCH		199-00-2159.00-078-300000	SEP DED UNION DUES	17.50	N
143531	09-15-2022	HIGGINBOTHAM & ASSO	DEDCH		199-00-2159.00-008-300000	SEP DED MISCELLANEOUS DEDU	9,424.16	N
			DEDCH		199-00-2159.00-099-300000	SEP DED DEPENDENT CHILD CA	959.82	N
Totals for Check 143531							10,383.98	
143532	09-15-2022	MUTUAL OF OMAHA	DEDCH		199-00-2153.00-088-300000	SEP DED LIFE INSURANCE	7.40	N
143533	09-15-2022	NATIONAL PLAN ADMINI	DEDCH		199-00-2159.00-111-300000	SEP DED TAX SHEL. ANNUITY	166.67	N
143534	09-15-2022	NLG (NATIONAL LIFE GR	DEDCH		199-00-2159.00-097-300000	SEP DED 457 DEFERRED COMP.	69.56	N
143535	09-15-2022	FCSTAT	DEDCH		199-00-2159.00-105-300000	SEP DED UNION DUES	17.50	N

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143536	09-15-2022	FIDELITY SECURITY LIF	DEDCH		199-00-2153.00-158-300000	SEP DED HEALTH INSURANCE	65.18	N
143537	09-15-2022	PAM BASSEL, CHAPTER	DEDCH		199-00-2159.00-144-300000	SEP DED MISCELLANEOUS DEDU	963.00	N
143538	09-15-2022	FINANCIAL BENEFIT SE	DEDCH		199-00-2153.00-014-300000	SEP DED LIFE INSURANCE	44.55	N
			DEDCH		199-00-2153.00-018-300000	SEP DED LIFE INSURANCE	2,479.35	N
			DEDCH		199-00-2153.00-021-300000	SEP DED HEALTH INSURANCE	38.00	N
			DEDCH		199-00-2153.00-152-300000	SEP DED HEALTH INSURANCE	1,728.25	N
			DEDCH		199-00-2153.00-153-300000	SEP DED HEALTH INSURANCE	2,723.08	N
			DEDCH		199-00-2153.00-154-300000	SEP DED LIFE INSURANCE	9,631.16	N
			DEDCH		199-00-2153.00-158-300000	SEP DED HEALTH INSURANCE	26,088.55	N
			DEDCH		199-00-2153.00-165-300000	SEP DED HEALTH INSURANCE	3,422.77	N
			DEDCH		199-00-2159.00-101-300000	SEP DED MISCELLANEOUS DEDU	356.04	N
			DEDCH		199-00-2159.00-141-300000	SEP DED MISCELLANEOUS DEDU	1,121.55	N
			DEDCH		199-00-2159.00-150-300000	SEP DED MISCELLANEOUS DEDU	1,782.00	N
			DEDCH		199-00-2159.00-155-300000	SEP DED INCOME REPLACEMEN	11,827.17	N
			DEDCH		199-00-2159.00-160-300000	SEP DED MISCELLANEOUS DEDU	1,927.00	N
			DEDCH		199-00-2159.00-163-300000	SEP DED MISCELLANEOUS DEDU	1,744.64	N
Totals for Check 143538							64,914.11	
143539	09-15-2022	JNT RESOURCE PARTN	DEDCH		199-00-2159.00-166-300000	SEP DED 457 DEFERRED COMP.	4,086.25	N
			DEDCH		199-00-2159.00-167-300000	SEP DED TAX SHEL. ANNUITY	31,890.43	N
			DEDCH		199-00-2159.00-168-300000	SEP DED ROTH ANNUITY	3,090.00	N
			DEDCH		199-00-2159.00-169-300000	SEP DED 457 DEFERRED COMP.	4,623.22	N
			DEDCH		199-00-2159.00-503-300000	SEP DED FINANCE DEDUCTION	50.00	N
Totals for Check 143539							43,739.90	
143540	09-23-2022	4 IMPRINT, INC.	080114	10325069	199-00-2110.00-000-300000	PO 207282	1,852.88	N
143541	09-23-2022	A&M SIGNS	080094	17273	199-00-2110.00-000-300000	PO 206983	928.00	N
			080095	17280	199-00-2110.00-000-300000	PO 207121	5,226.50	N
Totals for Check 143541							6,154.50	
143542	09-23-2022	ADVANCED GLASS SYS	080115	1069742	199-00-2110.00-000-300000	PO 206984	166.66	N
143543	09-23-2022	AGENCY 405-TX DEPT O	080324	CRS2022072432	199-00-2110.00-000-300000	BACKGROUND CHECKS	14.00	N
143544	09-23-2022	JUST SAY YES	300169	WE-JSY-1254	199-11-6291.00-041-311041	STUDENT PROGRAM	1,293.72	N
			300278	WE-JSY-1847	199-11-6399.00-042-311042	STUDENT PROGRAM	1,321.27	N
Totals for Check 143544							2,614.99	
143545	09-23-2022	ALERT SERVICES, INC.	080245	5083140	184-00-2110.00-000-300000	PO 207233	593.80	N
143546	09-23-2022	AMAZON CAPITAL	080280	1NKC-KRP4-	184-00-2110.00-000-300000	PO 207262	3,827.20	N
			080321	1PHY-JRYW-	184-00-2110.00-000-300000	PO 207338	32.99	N
			080321	11W3-1YHL-	184-00-2110.00-000-300000	PO 207338	633.41	N
			080269	1J3Q-9WH1-	199-00-2110.00-000-300000	PO 205682	667.35	N
			080270	1714-361J-1NFT	199-00-2110.00-000-300000	PO 206287	26.97	N
			080271	1FGJ-N61D-	199-00-2110.00-000-300000	PO 206758	499.40	N
			080272	1P37-GVV9-3J13	199-00-2110.00-000-300000	PO 206942	129.40	N
			080273	1L17-RTF3-	199-00-2110.00-000-300000	PO 207144	183.31	N
			080274	1RFD-TWQ3-	199-00-2110.00-000-300000	PO 207154	307.48	N

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			080274	1KTH-NYRG-	199-00-2110.00-000-300000	PO 207154	94.99	N
			080275	1DHY-PF7K-	199-00-2110.00-000-300000	PO 207212	143.99	N
			080276	1L17-RTF3-VYLJ	199-00-2110.00-000-300000	PO 207220	214.73	N
			080277	11K3-Y4H9-	199-00-2110.00-000-300000	PO 207222	119.92	N
			080278	1L17-RTF3-	199-00-2110.00-000-300000	PO 207238	385.06	N
			080279	1QLK-WQ1D-	199-00-2110.00-000-300000	PO 207240	506.53	N
			080281	1N7W-6F3C-	199-00-2110.00-000-300000	PO 207286	399.72	N
			080281	1KXJ-YK1P-16PL	199-00-2110.00-000-300000	PO 207286	19.99	N
			080282	1NTY-LNQN-	199-00-2110.00-000-300000	PO 207292	875.84	N
			080282	1PWY-13YG-	199-00-2110.00-000-300000	PO 207292	12.99	N
			080282	11CV-TYKD-	199-00-2110.00-000-300000	PO 207292	27.90	N
			080283	1MXC-JDVF-	199-00-2110.00-000-300000	PO 207314	230.97	N
			080285	13G9-G44H-	199-00-2110.00-000-300000	PO 207334	437.30	N
			080286	1KTK-VV94-	199-00-2110.00-000-300000	PO 207339	142.44	N
			080322	1G19-9PP6-	199-00-2110.00-000-300000	PO 207360	307.96	N
			080323	1R9C-HJNY-	199-00-2110.00-000-300000	PO 207368	1,297.20	N
				1CH4-X1PH-	199-00-2110.00-000-300000	PO 207240 RETURN	-293.00	N
			300006	1VKD-F9LX-	199-11-6399.00-101-311101	SUPPLIES	1,299.80	N
			300008	133G-3RY9-	199-11-6399.00-102-311102	SUPPLIES	225.43	N
			300054	1K1Y-GWQY-	199-11-6399.00-104-311104	SUPPLIES	389.57	N
			300008	133G-3RY9-	199-11-6399.01-102-311102	SUPPLIES	279.99	N
			300049	1P6K-GMQ9-	199-11-6399.04-104-311104	SUPPLIES	381.21	N
			300008	133G-3RY9-	199-23-6399.00-102-311102	SUPPLIES	213.24	N
			300060	1JQV-WNTP-	199-53-6398.00-990-399990	TECH SUPPLIES/TECH DEPT	57.96	N
			080284	1TGY-V66J-334P	240-00-2110.00-000-300000	PO 207323	68.88	N
			080287	1G67-FD1F-	240-00-2110.00-000-300000	PO 207377	296.92	N
			080340	1TNX-FMMG-	715-00-2110.00-000-300000	PO 207195	237.50	N
			080341	1KXJ-YK1P-	715-00-2110.00-000-300000	PO 207303	261.89	N
			080341	17KD-MX46-	715-00-2110.00-000-300000	PO 207303	532.59	N
			080342	1VDK-FN4G-	715-00-2110.00-000-300000	PO 207357	420.10	N
						Totals for Check 143546	15,897.12	
143547	09-23-2022	AT&T	080325	81759960221656	199-00-2110.00-000-300000	TELEPHONE	406.27	N
143548	09-23-2022	AT&T LONG DISTANCE	080218	861596764	199-00-2110.00-000-300000	LONG DISTANCE	10.44	N
143549	09-23-2022	AT&T MOBILITY	080219	287309389757	199-00-2110.00-000-300000	HOTSPOTS	1,391.52	N
143550	09-23-2022	ATMOS ENERGY	080088	3053219567	199-00-2110.00-000-300000	UTILITIES	276.75	N
143551	09-23-2022	AXON ENTERPRISES, IN	080254	INUS089823	199-52-6299.00-980-399980	DYNAMIC BUNDLE	4,041.00	N
143552	09-23-2022	AZLE HIGH SCHOOL	080128	001	184-36-6499.02-001-391960	5-5A DISTRICT FEES 2022-23	9,000.00	N
143553	09-23-2022	RANDI BENNETT	300429	FOOD	240-35-6411.00-041-399950	REIMB/EXPENSE	10.00	N
143554	09-23-2022	BLACKBOARD, INC	080255	1386608	199-11-6499.00-999-399999	MAINTENANCE/SUPPORT	10,996.74	N
			080255	1386608	199-53-6499.02-990-399999	MASS NOTIF/MOB COMM/PAREN	12,239.91	N
						Totals for Check 143554	23,236.65	

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143555	09-23-2022	BLUE RIDGE SIGNS, INC	300016	13595	199-31-6399.00-102-311102	SUPPLIES	135.00	N
143556	09-23-2022	BRACKETT & ELLIS, PC	080220	206564	199-00-2110.00-000-300000	CONTRACT REVIEW	600.00	N
			080220	206565	199-00-2110.00-000-300000	CONSTRUCTION CONTRACTS	429.50	N
			080220	206566	199-00-2110.00-000-300000	LEGAL SERVICES	1,989.80	N
Totals for Check 143556							3,019.30	
143557	09-23-2022	BRAZOS LOGO SHOP, L	300353	13452	184-36-6399.06-041-391960	SUPPLIES	67.35	N
			300353	13452	184-36-6399.07-041-391960	SUPPLIES	67.35	N
			300353	13452	184-36-6399.99-041-391960	SUPPLIES	300.00	N
			300352	13438	184-36-6399.99-042-391960	SUPPLIES	300.15	N
Totals for Check 143557							734.85	
143558	09-23-2022	BUCK'S WHEEL & EQUIP	080225	119136	199-00-2110.00-000-300000	PO 206026	107.80	N
			080225	119192	199-00-2110.00-000-300000	PO 206026	365.40	N
			080227	119099	199-00-2110.00-000-300000	PO 207311	155.76	N
Totals for Check 143558							628.96	
143559	09-23-2022	BUCK'S WHEEL & EQUIP	080226	119485	199-00-2110.00-000-300000	PO 206748	685.50	N
143560	09-23-2022	BRIANNA R. BURKE	300248	CTE CERT	199-13-6411.01-001-322972	REIMB/EXPENSE	118.87	N
143561	09-23-2022	C.D. HARTNETT	080142	44171	184-00-2110.00-000-300000	PO 207273	4,965.75	N
143562	09-23-2022	AMY CALDERON	300092	TASPA PER	199-41-6411.00-731-399731	STAFF DEVELOPMENT	72.00	N
143563	09-23-2022	GAME ONE	080248	10004949	184-00-2110.00-000-300000	PO 206392	31.00	N
			080248	10006524	184-00-2110.00-000-300000	PO 206392	93.00	N
			080248	10013012	184-00-2110.00-000-300000	PO 206392	604.00	N
Totals for Check 143563							728.00	
143564	09-23-2022	CATHY B DESIGN, LLC	080246	1457	199-00-2110.00-000-300000	PO 207297	500.00	N
143565	09-23-2022	CAVALLO ENERGY	080143	22252001817355	199-51-6259.00-999-399999	UTILITIES	292.13	N
			080253	22256001820712	199-51-6259.00-999-399999	UTILITIES	3,648.07	N
Totals for Check 143565							3,940.20	
143566	09-23-2022	CDW GOVERNMENT, IN	080327	CG21017	199-00-2110.00-000-300000	PO 207261	339.49	N
143567	09-23-2022	CHANCE TO SOAR	300009	VANDAGRIFF	199-13-6411.00-101-399101	STAFF DEVELOPMENT	900.00	N
143568	09-23-2022	CHICK-FIL-A BENBROOK	300262	5767282	199-41-6499.00-732-399732	MEETING EXPENSE	295.77	N
143569	09-23-2022	CHICK-FIL-A HUDSON O	080116	3428039	184-00-2110.00-000-300000	PO 207275	274.50	N
			080117	3428086	184-00-2110.00-000-300000	PO 207276	4,955.80	N
			080228	3428110	184-00-2110.00-000-300000	PO 207277	274.50	N
			300266	3459723	184-36-6341.00-999-399965	CONCESSION SUPPLIES	665.80	N
			300268	3455710	184-36-6341.00-999-399965	CONCESSION SUPPLIES	60.42	N
			300270	3459721	184-36-6341.00-999-399965	CONCESSION SUPPLIES	60.00	N
			300265	3438544	184-36-6341.00-999-399965	CONCESSION SUPPLIES	60.42	N
			300264	3439590	184-36-6343.00-999-399965	CONCESSION SUPPLIES	214.50	N
			300266	3459723	184-36-6343.00-999-399965	CONCESSION SUPPLIES	3,861.00	N
			300268	3455710	184-36-6343.00-999-399965	CONCESSION SUPPLIES	429.00	N
			300270	3459721	184-36-6343.00-999-399965	CONCESSION SUPPLIES	343.20	N
			300265	3438544	184-36-6343.00-999-399965	CONCESSION SUPPLIES	214.50	N
Totals for Check 143569							11,413.64	

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143570	09-23-2022	ANGELA CHRISTIANSEN	300426	FOOD	240-35-6411.00-009-399950	REIMB/EXPENSE	9.00	N
143571	09-23-2022	CINTAS FIRST AID & SAF	300283	5116838961	199-51-6299.00-910-399910	SERVICE FIRST AID BOX	101.11	N
143572	09-23-2022	CITY OF FORT WORTH	080144	1523101-534346	199-51-6259.02-999-399999	UTILITIES	15,838.54	N
			080337	1523101-661474	199-51-6259.02-999-399999	UTILITIES	6,631.01	N
Totals for Check 143572							22,469.55	
143573	09-23-2022	CITY OF HUDSON OAKS	080256	INV-346	199-51-6259.04-999-399999	WASTEWATER CONTRACT SERV-	6,000.00	N
143574	09-23-2022	CLASSLINK. INC	300024	E-111988	199-53-6399.01-990-399990	ANNUAL SERVER LICENSE	18,500.00	N
143575	09-23-2022	COALITION FOR EDUCA	080268	1012022	199-41-6491.00-750-399750	MEMBERSHIP 2022-2023	500.00	N
			080268	1012022	199-41-6495.00-701-399701	MEMBERSHIP 2022-2023	4,500.00	N
Totals for Check 143575							5,000.00	
143576	09-23-2022	CROWD PLEASERS DAN	300151	70297	199-11-6499.01-001-311001	ENTRY FEE	4,875.00	N
143577	09-23-2022	CURRICULUM ASSOCIA	300048	90204971	199-11-6399.00-104-311104	SUPPLIES	6,900.00	N
143578	09-23-2022	D&L ENTERTAINMENT S	080257	1072499	184-36-6299.00-001-391965	D&L SECURITY STAFF	1,188.75	N
143579	09-23-2022	DELL, INC.	080099	10612879243	199-00-2110.00-000-300000	PO 207374	2,772.90	N
143580	09-23-2022	DESIGNS BY KING, INC.	080118	ALEDO HS	199-00-2110.00-000-300000	PO 207316	581.00	N
143581	09-23-2022	LINDA DINNEL	300427	FOOD	240-35-6411.00-101-399950	REIMB/EXPENSE	7.00	N
143582	09-23-2022	COURTNEY DOVEL	080129	KODA	240-00-5751.00-104-300000	REFUND-STUDENT WITHDREW	48.40	N
143583	09-23-2022	DR PEPPER	300184	3729401938	184-36-6343.00-999-399965	CONCESSION SUPPLIES	1,377.70	N
			300197	3735113404	199-51-6319.00-910-399910	SUPPLIES/DISTRICT MEETINGS	628.94	N
Totals for Check 143583							2,006.64	
143584	09-23-2022	DR PEPPER	080229	3734109568	184-00-2110.00-000-300000	PO 207226	5,631.20	N
143585	09-23-2022	DOUGLAS PENNEKAMP	300023	4299	199-53-6398.00-990-399990	TECH EQUIPMENT/DISTRICT	949.50	N
			300061	4301	199-53-6398.00-990-399990	TECH EQUIPMENT/DISTRICT	949.50	N
Totals for Check 143585							1,899.00	
143586	09-23-2022	EDUCATION SERVICE C	080258	4102300002	199-53-6499.00-999-399999	FIBER 11 CONTRACT/DARK FIBE	17,000.00	N
			080258	4102300002	199-53-6499.01-990-399999	FIBER 11 CONTRACT	27,400.00	N
Totals for Check 143586							44,400.00	
143587	09-23-2022	EDUCATIONAL SERVICE	300032	SO-83276	199-11-6249.01-990-311999	INSTR TECHNOLOGY EQUIP REP	5,928.00	N
143588	09-23-2022	EDUCATIONAL SERVICE	300219	SO-83459	199-11-6249.01-990-311999	INSTR TECHNOLOGY EQUIP REP	3,078.00	N
143589	09-23-2022	EDWARDS RISK MANAG	080130	2022-AISD-PC	199-34-6429.00-930-399999	2022-2023 COVERAGE	56,349.96	N
			080130	2022-AISD-PC	199-41-6429.02-750-399750	2022-2023 COVERAGE	33,958.00	N
			080130	2022-AISD-PC	199-51-6429.00-999-399999	2022-2023 COVERAGE	956,573.04	N
Totals for Check 143589							1,046,881.00	
143590	09-23-2022	ELLIOTT ELECTRIC SUP	300116	25-65152-01	199-51-6319.03-910-399910	ELECTRICAL SUPPLIES/DISTRICT	3,503.41	N
			300116	71-06565-02	199-51-6319.03-910-399910	ELECTRICAL SUPPLIES/DISTRICT	113.85	N
			300116	77-89998-03	199-51-6319.03-910-399910	ELECTRICAL SUPPLIES/DISTRICT	113.85	N
			300116	25-65152-04	199-51-6319.03-910-399910	ELECTRICAL SUPPLIES/DISTRICT	91.08	N
			300116	121-89636-05	199-51-6319.03-910-399910	ELECTRICAL SUPPLIES/DISTRICT	113.85	N
			300116	71-06663-07	199-51-6319.03-910-399910	ELECTRICAL SUPPLIES/DISTRICT	136.62	N
Totals for Check 143590							4,072.66	

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143591	09-23-2022	FIRST	080230	INV13040	199-00-2110.00-000-300000	PO 205699	95.00	N
143592	09-23-2022	FIRST FINANCIAL BANK	080148	AMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143593	09-23-2022	FIRST FINANCIAL BANK	080149	AMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143594	09-23-2022	FIRST FINANCIAL BANK	080150	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143595	09-23-2022	FIRST FINANCIAL BANK	080151	SUB-VAR FB	184-00-5752.00-000-300000	START UP CASH	600.00	N
143596	09-23-2022	FIRST FINANCIAL BANK	080152	SUB-VAR FB	184-00-5752.00-000-300000	START UP CASH	600.00	N
143597	09-23-2022	FIRST FINANCIAL BANK	080153	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143598	09-23-2022	FIRST FINANCIAL BANK	080154	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143599	09-23-2022	FIRST FINANCIAL BANK	080155	MMS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143600	09-23-2022	FIRST FINANCIAL BANK	080156	MMS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143601	09-23-2022	FIRST FINANCIAL BANK	080157	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143602	09-23-2022	FIRST FINANCIAL BANK	080158	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143603	09-23-2022	FIRST FINANCIAL BANK	080159	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143604	09-23-2022	FIRST FINANCIAL BANK	080160	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143605	09-23-2022	FIRST FINANCIAL BANK	080161	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143606	09-23-2022	FIRST FINANCIAL BANK	080162	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143607	09-23-2022	FIRST FINANCIAL BANK	080165	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143608	09-23-2022	FIRST FINANCIAL BANK	080166	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143609	09-23-2022	FIRST FINANCIAL BANK	080167	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143610	09-23-2022	FIRST FINANCIAL BANK	080168	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143611	09-23-2022	FIRST FINANCIAL BANK	080169	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143612	09-23-2022	FIRST FINANCIAL BANK	080170	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143613	09-23-2022	FIRST FINANCIAL BANK	080171	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143614	09-23-2022	FIRST FINANCIAL BANK	080172	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143615	09-23-2022	FIRST FINANCIAL BANK	080173	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143616	09-23-2022	FIRST FINANCIAL BANK	080174	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143617	09-23-2022	FIRST FINANCIAL BANK	080175	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143618	09-23-2022	FIRST FINANCIAL BANK	080176	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143619	09-23-2022	FIRST FINANCIAL BANK	080177	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143620	09-23-2022	FIRST FINANCIAL BANK	080178	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143621	09-23-2022	FIRST FINANCIAL BANK	080179	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143622	09-23-2022	FIRST FINANCIAL BANK	080180	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N

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143623	09-23-2022	FIRST FINANCIAL BANK	080181	MMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143624	09-23-2022	FIRST FINANCIAL BANK	080182	MMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143625	09-23-2022	FIRST FINANCIAL BANK	080183	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143626	09-23-2022	FIRST FINANCIAL BANK	080184	AMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143627	09-23-2022	FIRST FINANCIAL BANK	080185	AMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143628	09-23-2022	FIRST FINANCIAL BANK	080186	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143629	09-23-2022	FIRST FINANCIAL BANK	080187	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143630	09-23-2022	FIRST FINANCIAL BANK	080188	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143631	09-23-2022	FIRST FINANCIAL BANK	080189	AMS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143632	09-23-2022	FIRST FINANCIAL BANK	080190	AMS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143633	09-23-2022	FIRST FINANCIAL BANK	080191	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143634	09-23-2022	FIRST FINANCIAL BANK	080192	AHS VB GATE	184-00-5752.01-000-300000	START UP CASH	400.00	N
143635	09-23-2022	FIRST FINANCIAL BANK	080193	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143636	09-23-2022	FIRST FINANCIAL BANK	080194	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143637	09-23-2022	FIRST FINANCIAL BANK	080195	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143638	09-23-2022	FIRST FINANCIAL BANK	080196	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143639	09-23-2022	FIRST FINANCIAL BANK	080199	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143640	09-23-2022	FIRST FINANCIAL BANK	080200	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143641	09-23-2022	FIRST FINANCIAL BANK	080201	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143642	09-23-2022	FIRST FINANCIAL BANK	080202	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143643	09-23-2022	FIRST FINANCIAL BANK	080203	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143644	09-23-2022	FIRST FINANCIAL BANK	080204	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143645	09-23-2022	FIRST FINANCIAL BANK	080205	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143646	09-23-2022	FIRST FINANCIAL BANK	080206	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143647	09-23-2022	FIRST FINANCIAL BANK	080207	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143648	09-23-2022	FIRST FINANCIAL BANK	080208	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143649	09-23-2022	FIRST FINANCIAL BANK	080209	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143650	09-23-2022	FIRST FINANCIAL BANK	080210	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143651	09-23-2022	FIRST FINANCIAL BANK	080211	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143652	09-23-2022	FIRST FINANCIAL BANK	080212	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143653	09-23-2022	FIRST FINANCIAL BANK	080213	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143654	09-23-2022	FIRST FINANCIAL BANK	080214	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N

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143655	09-23-2022	FIRST FINANCIAL BANK	080215	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143656	09-23-2022	FIRST FINANCIAL BANK	080216	HOST FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143657	09-23-2022	FIRST FINANCIAL BANK	080217	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143658	09-23-2022	FIRST FINANCIAL BANK	080241	MMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143659	09-23-2022	FIRST FINANCIAL BANK	080242	MMS FB GATE	184-00-5752.00-000-300000	START UP CASH	600.00	N
143660	09-23-2022	FIRST FINANCIAL BANK	080243	CONCESSION	184-00-5752.10-000-300000	START UP CASH	500.00	N
143661	09-23-2022	FREEDOM CONSTRUCTI	080120	1492	199-00-2110.00-000-300000	PO 207188	2,156.00	N
143662	09-23-2022	GANDY INK	080100	759398	730-00-2110.00-000-300000	PO 207203	827.77	N
			080100	759403	730-00-2110.00-000-300000	PO 207203	481.50	N
			080100	759406	730-00-2110.00-000-300000	PO 207203	717.75	N
			080100	759413	730-00-2110.00-000-300000	PO 207203	855.00	N
Totals for Check 143662							2,882.02	
143663	09-23-2022	GENERATION GENIUS, I	300052	GG128382-R1	199-11-6399.00-104-311104	SUPPLIES	1,495.00	N
			300015	GG134599-R1	199-12-6329.00-106-311106	ANNUAL SUBSCRIPTION	1,495.00	N
Totals for Check 143663							2,990.00	
143664	09-23-2022	CHELSEA GOLDEN	080131	MADILYN	240-00-5751.00-102-300000	REFUND-STUDENT WITHDREW	64.00	N
143665	09-23-2022	GRAFXPROMOTIONS, LL	080329	1002897	730-00-2110.00-000-300000	PO 207189	697.00	N
143666	09-23-2022	GRAINGER	080101	9439167140	199-00-2110.00-000-300000	PO 207127	676.25	N
143667	09-23-2022	HAIGOOD & CAMPBELL,	300304	251667	199-34-6311.00-930-399930	VEHICLE FUEL/DISTRICT	5,160.00	N
143668	09-23-2022	STACI HAMMER	300071	CREST PER	199-21-6411.00-971-311970	STAFF DEVELOPMENT	36.00	N
143669	09-23-2022	HARTNESS PRINT CENT	300004	23294	199-11-6299.01-101-311101	SUPPLIES	101.25	N
143670	09-23-2022	HEATHER L HOLT	300073	CREST PER	199-13-6411.00-971-311970	STAFF DEVELOPMENT	36.00	N
143671	09-23-2022	ION WAVE TECHNOLOGI	080259	11172	199-41-6499.02-750-399750	ENTERPRISE SOURCING	10,250.00	N
143672	09-23-2022	J-ROBB DESIGNS, LLC	080136	80562	199-36-6219.03-001-311200	2022 PROGRAM COORDINATION	4,250.00	N
143673	09-23-2022	DELI MANAGEMENT, INC	300086	22091301008002	199-41-6499.02-730-399730	MEETING EXPENSE	275.54	N
143674	09-23-2022	JD PALATINE, LLC	080111	77669	199-00-2110.00-000-300000	BACKGROUND CHECKS	1,558.20	N
143675	09-23-2022	JJ AND ME, INC.	300217	1051	199-11-6399.04-106-311106	SUBSCRIPTION	174.95	N
143676	09-23-2022	KEITH G. MATHIS VIDEO	080132	091322	199-36-6299.00-001-311200	MEDIA SUPPORT SEPT 2022	1,350.00	N
143677	09-23-2022	KNOWSYS EDUCATIONA	080339	4229	490-00-2110.00-000-300000	REPLACE CHECK #143015	3,389.00	N
143678	09-23-2022	L & W SUPPLY CORPOR	080330	1003227393-001	199-00-2110.00-000-300000	PO 206467	130.05	N
143679	09-23-2022	LAKESHORE LEARNING	080231	332153090622	199-00-2110.00-000-300000	PO 206817	1,564.65	N
143680	09-23-2022	LEXIA LEARNING SYSTE	300064	SIN090508	283-11-6399.00-920-311920	SUBSCRIPTION RENEWAL	57,000.00	N
143681	09-23-2022	LINDALE ISD	300159	547422	199-36-6499.04-001-311001	ENTRY FEE	440.00	N
143682	09-23-2022	LONE STAR BANNERS &	080331	60233	199-00-2110.00-000-300000	PO 206111	1,120.00	N

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143683	09-23-2022	LONE STAR FURNISHIN	080233	20220617	244-00-2110.00-000-300000	PO 206605	6,824.78	N
143684	09-23-2022	M-PAK, INC	080234	106870	199-00-2110.00-000-300000	PO 206054	198.79	N
			080234	109175	199-00-2110.00-000-300000	PO 206054	133.64	N
Totals for Check 143684							332.43	
143685	09-23-2022	MAJORCLARITY, INC	080260	2616	199-31-6299.00-921-311999	LICENSING FEE	7,050.00	N
143686	09-23-2022	MANSFIELD HS TIGER B	300318	ALEDO HS	199-36-6499.00-001-311200	ENTRY FEES/AHS BAND	300.00	N
143687	09-23-2022	MANSFIELD MEDICAL	080103	2000	199-00-2110.00-000-300000	PO 206937	165.00	N
143688	09-23-2022	MASTERCARD - JP MOR	080295	RAILHEAD BBQ	184-00-2110.00-000-300000	PO 207234	1,010.00	N
			080300	EL FENIX	184-00-2110.00-000-300000	PO 207295	161.90	N
			080305	SAM'S CLUB	184-00-2110.00-000-300000	PO 207224	370.88	N
			080288	BIG BURGER	199-00-2110.00-000-300000	PO 207041	87.13	N
			080289	BOOT BARN	199-00-2110.00-000-300000	PO 206940	74.98	N
			080290	DETECTACHEM	199-00-2110.00-000-300000	PO 206954	224.37	N
			080291	GODADDY.COM	199-00-2110.00-000-300000	PO 207376	199.98	N
			080292	HOME DEPOT	199-00-2110.00-000-300000	PO 207123	205.89	N
			080294	HOME DEPOT	199-00-2110.00-000-300000	PO 207249	420.82	N
			080294	HOME DEPOT	199-00-2110.00-000-300000	PO 207249	276.00	N
			080294	HOME DEPOT	199-00-2110.00-000-300000	PO 207249	179.47	N
			080294	HOME DEPOT	199-00-2110.00-000-300000	PO 207249	358.00	N
			080296	HOME DEPOT	199-00-2110.00-000-300000	PO 206387	1,494.00	N
			080297	WFORD ANML	199-00-2110.00-000-300000	PO 202207	235.00	N
			080298	ALEDO DONUTS	199-00-2110.00-000-300000	PO 207012	303.00	N
			080299	PARKER CO	199-00-2110.00-000-300000	PO 206963	30.64	N
			080299	PARKER CO	199-00-2110.00-000-300000	PO 206963	68.54	N
			080299	PARKER CO	199-00-2110.00-000-300000	PO 206963	91.39	N
			080299	PARKER CO	199-00-2110.00-000-300000	PO 206963	30.64	N
			080299	PARKER CO	199-00-2110.00-000-300000	PO 206963	170.57	N
			080301	SBEC AIDE	199-00-2110.00-000-300000	PO 206895	17.00	N
			080301	SBEC AIDE	199-00-2110.00-000-300000	PO 206895	17.00	N
			080301	SBEC AIDE	199-00-2110.00-000-300000	PO 206895	17.00	N
			080301	SBEC AIDE	199-00-2110.00-000-300000	PO 206895	17.00	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N

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			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080301	INDENTOGO	199-00-2110.00-000-300000	PO 206895	49.25	N
			080304	SBEC AIDE	199-00-2110.00-000-300000	PO 206895	17.00	N
			080306	MCALISTERS	199-00-2110.00-000-300000	PO 206678	868.20	N
			080307	AASPA	199-00-2110.00-000-300000	PO 207131	850.00	N
			080308	AASPA	199-00-2110.00-000-300000	PO 207112	700.00	N
			080311	HOME DEPOT	199-00-2110.00-000-300000	PO 207290	160.58	N
			080311	LOWES	199-00-2110.00-000-300000	PO 207290	40.84	N
			080312	TAS/MUS	199-00-2110.00-000-300000	PO 206691	100.00	N
			080313	BALLOONS	199-00-2110.00-000-300000	PO 206368	488.00	N
			080314	STARBUCKS	199-00-2110.00-000-300000	PO 206891	120.00	N
			080314	STARBUCKS	199-00-2110.00-000-300000	PO 206891	120.00	N
			080315	STARBUCKS	199-00-2110.00-000-300000	PO 207076	120.00	N
			080316	AASPA	199-00-2110.00-000-300000	PO 207132	612.63	N
			080317	SBEC	199-00-2110.00-000-300000	PO 206895	171.00	N
			080318	STARBUCKS	199-00-2110.00-000-300000	PO 207052	240.00	N
			080319	SIR SPEEDY	199-00-2110.00-000-300000	PO 207068	127.50	N
			080319	HEB	199-00-2110.00-000-300000	PO 207068	89.27	N
				MARRIOTT	199-00-2110.00-000-300000	PO 204490 TAX	-15.06	N
				MARRIOTT	199-00-2110.00-000-300000	PO 204490 TAX	-4.85	N
				MARRIOTT	199-00-2110.00-000-300000	PO 204990 TAX	-48.72	N
				SHERATON	199-00-2110.00-000-300000	PO 205606 TAX	-26.10	N
				SHERATON	199-00-2110.00-000-300000	PO 205606 TAX	-26.10	N
				SHERATON	199-00-2110.00-000-300000	PO 205606 TAX	-32.22	N
				SHERATON	199-00-2110.00-000-300000	PO 205606 TAX	-21.77	N
				MARRIOTT	199-00-2110.00-000-300000	PO 206565 TAX	-30.99	N
				HOME DEPOT	199-00-2110.00-000-300000	PO 207123 SALES TAX	-15.69	N
			080302	MCALISTERS	240-00-2110.00-000-300000	PO 206871	619.45	N
			080303	CHILI'S	240-00-2110.00-000-300000	PO 206687	207.42	N
			300185	FUZZY TACOS	240-35-6341.00-950-399950	CATERING EXPENSE	176.12	N
			080309	ARTIC	732-00-2110.00-000-300000	PO 207091	255.84	N
			080310	STICKER MULE	732-00-2110.00-000-300000	PO 207088	777.00	N
						Totals for Check 143688	13,488.55	
143689	09-23-2022	MASTERCARD - JP MOR	080240	AMER AIRLINES	199-00-2110.00-000-300000	PO 207092	676.20	N
			080240	AMER AIRLINES	199-00-2110.00-000-300000	PO 207092	676.20	N
						Totals for Check 143689	1,352.40	
143690	09-23-2022	MASTERS DISTRIBUTIO	080250	820541	240-00-2110.00-000-300000	PO 206641	296.06	N
			080250	821144	240-00-2110.00-000-300000	PO 206641	164.95	N
			080250	820542	240-00-2110.00-000-300000	PO 206641	383.92	N
			080250	821145	240-00-2110.00-000-300000	PO 206641	672.42	N
						Totals for Check 143690	1,517.35	

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143691	09-23-2022	RYAN G MATEJ	300374	FINGERPRINT	199-41-6299.01-731-399731	REIMB/EXPENSE	39.05	N
143692	09-23-2022	HANNAH MCCONNELL	300074	CREST PER	199-13-6411.00-971-311970	STAFF DEVELOPMENT	36.00	N
143693	09-23-2022	SYDNEY MCKINLEY	300377	THEATRE PER	199-36-6411.01-042-311042	STAFF DEVELOPMENT	144.00	N
143694	09-23-2022	MESQUITE ISD - ATTN M	300203	100	199-36-6499.00-001-311200	ENTRY FEES/AHS BAND	350.00	N
143695	09-23-2022	MHC TRUCK LEASING, I	080244	S0503000000556	199-00-2110.00-000-300000	TRUCK LEASING TOLL AUG 2022	71.36	N
			080145	K0503000001628	199-36-6412.03-001-311999	TRUCK LEASING	1,568.28	N
Totals for Check 143695							1,639.64	
143696	09-23-2022	MSB CONSULTING GRO	080133	181774	199-00-5931.00-000-300000	TX SHARS MEDICAID ADMIN	36.81	N
143697	09-23-2022	HELEN MYERS	300428	FOOD	240-35-6411.00-009-399950	REIMB/EXPENSE	9.00	N
143698	09-23-2022	N-TUNE MUSIC & SOUN	300320	J24287	199-36-6249.00-001-311200	INSTRUMENT REPAIRS/AHS BAN	1,117.50	N
			300321	J24286	199-36-6399.00-001-311200	SUPPLIES/AHS COLOR GUARD	184.00	N
			300321	J24286	199-36-6399.03-001-311200	SUPPLIES/AHS COLOR GUARD	1,323.00	N
Totals for Check 143698							2,624.50	
143699	09-23-2022	NEWS2YOU	300131	INV-1056552	199-11-6329.00-940-323940	SUBSCRIPTION RENEWAL	7,947.04	N
143700	09-23-2022	NORTHWEST ENGRAVE	300118	224025	199-41-6399.00-732-399732	SUPPLIES	15.37	N
143701	09-23-2022	NORTHWEST ISD ATHLE	080134	873-03	184-36-6499.02-001-391960	DISTRICT 3-5A FOOTBALL FEES	500.00	N
143702	09-23-2022	NTAASB	080261	ALEDO ISD	199-41-6495.00-701-399701	ANNUAL MEMBERSHIP	100.00	N
143703	09-23-2022	NTCA	300284	9-10659-30937	199-36-6499.00-001-311200	ENTRY FEE	1,575.00	N
143704	09-23-2022	N TX TEXTBOOK	300216	C SUMMERHILL	199-31-6495.01-920-311920	FEES/DUES	10.00	N
143705	09-23-2022	O'REILLY AUTO ENTERP	080235	4401-449407	199-00-2110.00-000-300000	PO 207310	361.54	N
143706	09-23-2022	CHRISTIAN D PAARUP	080089	AUG 1-5	199-00-2110.00-000-300000	TROMBONE MASTERCLASS	600.00	N
			080089	AUG 30-31	199-00-2110.00-000-300000	TROMBONE MASTERCLASS	100.00	N
Totals for Check 143706							700.00	
143707	09-23-2022	PANORAMA EDUCATION	080135	INV8682	199-11-6299.00-999-311730	PANORAMA PLATFORM LICENSE	25,925.00	N
143708	09-23-2022	PARKER CO LIVESTOCK	300252	TIFFANY	199-36-6499.01-001-322972	FFA FEES & DUES	20.00	N
			300252	KRYSTI KELLEY	199-36-6499.01-001-322972	FFA FEES & DUES	20.00	N
			300252	GARRETT	199-36-6499.01-001-322972	FFA FEES & DUES	20.00	N
			300252	WACEY	199-36-6499.01-001-322972	FFA FEES & DUES	20.00	N
			300252	WESLEY	199-36-6499.01-001-322972	FFA FEES & DUES	20.00	N
			300252	JENNIFER	199-36-6499.01-001-322972	FFA FEES & DUES	20.00	N
Totals for Check 143708							120.00	
143709	09-23-2022	PARKER COUNTY APPR	080338	2022 SERVICES	199-41-6213.00-703-399750	FOURTH QTR PAYMENT	34,538.25	N
			080338	2022 SERVICES	199-99-6213.00-703-399999	FOURTH QTR PAYMENT	208,361.75	N
Totals for Check 143709							242,900.00	
143710	09-23-2022	PASCO BROKERAGE, IN	080106	22-2571	199-00-2110.00-000-300000	PO 206943	2,696.00	N
			080121	22-2473	240-00-2110.00-000-300000	PO 205427	7,125.00	N
Totals for Check 143710							9,821.00	
143711	09-23-2022	PBS OF TEXAS	080146	7450101477	199-51-6249.00-999-399999	SEPT JANITORIAL SERVICES-AD	47,242.50	N

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143712	09-23-2022	PITSCO EDUCATION, LL	300180	196803-1	199-11-6499.00-001-322972	FEES/DUES	295.00	N
			300180	196804-1	199-11-6499.00-001-322972	FEES/DUES	295.00	N
			300180	196805-1	199-11-6499.00-001-322972	FEES/DUES	295.00	N
			300180	196806-1	199-11-6499.00-001-322972	FEES/DUES	295.00	N
Totals for Check 143712							1,180.00	
143713	09-23-2022	TEACHER INNOVATIONS	300235	856644	199-11-6399.00-001-311001	SUBSCRIPTION	540.00	N
143714	09-23-2022	PLANK ROAD	300011	23-804298	199-11-6399.04-104-311104	SUPPLIES	32.40	N
143715	09-23-2022	PRECISION BUSINESS M	080107	108801	199-00-2110.00-000-300000	PO 207117	4,995.00	N
143716	09-23-2022	PRINCETON HS SPEECH	300240	547504	199-36-6499.04-001-311001	ENTRY FEE	222.00	N
143717	09-23-2022	R. CRAIG STEPHENS	080123	1522	240-00-2110.00-000-300000	PO 206631	563.30	N
			080123	1525	240-00-2110.00-000-300000	PO 206631	370.20	N
			080123	1523	240-00-2110.00-000-300000	PO 206631	469.41	N
			080123	1524	240-00-2110.00-000-300000	PO 206631	473.68	N
			080123	1530	240-00-2110.00-000-300000	PO 206631	460.90	N
			080123	1527	240-00-2110.00-000-300000	PO 206631	357.35	N
			080123	1529	240-00-2110.00-000-300000	PO 206631	375.16	N
			080123	1528	240-00-2110.00-000-300000	PO 206631	396.03	N
			080123	1531	240-00-2110.00-000-300000	PO 206631	353.05	N
			080123	1526	240-00-2110.00-000-300000	PO 206631	741.36	N
			080123	1532	240-00-2110.00-000-300000	PO 206631	252.95	N
			300230	1605	240-35-6341.00-001-399950	FOOD SUPPLIES	843.98	N
			300230	1608	240-35-6341.00-009-399950	FOOD SUPPLIES	347.24	N
			300230	1606	240-35-6341.00-041-399950	FOOD SUPPLIES	541.56	N
			300230	1607	240-35-6341.00-042-399950	FOOD SUPPLIES	664.33	N
			300230	1613	240-35-6341.00-101-399950	FOOD SUPPLIES	432.50	N
			300230	1610	240-35-6341.00-102-399950	FOOD SUPPLIES	465.65	N
			300230	1612	240-35-6341.00-103-399950	FOOD SUPPLIES	413.03	N
			300230	1611	240-35-6341.00-104-399950	FOOD SUPPLIES	436.43	N
			300230	1614	240-35-6341.00-105-399950	FOOD SUPPLIES	383.45	N
			300230	1609	240-35-6341.00-106-399950	FOOD SUPPLIES	710.26	N
			300230	1615	240-35-6341.00-107-399950	FOOD SUPPLIES	261.10	N
Totals for Check 143717							10,312.92	
143718	09-23-2022	RAPTOR TECHNOLOGIE	300030	INV46714	199-52-6299.02-990-399990	ANNUAL LICENSE/RAPTOR	1,375.00	N
143719	09-23-2022	READYREFRESH	080090	22H0012646758	199-00-2110.00-000-300000	OZARKA BRAND SPRING WATER	911.34	N
			080090	22H0012646758	199-00-2110.00-000-300000	DELIVERY FEE	15.98	N
			080090	22H0012646758	199-00-2110.00-000-300000	RENT	2.99	N
			080334	2210012646758	199-00-2110.00-000-300000	OZARKA BRAND SPRING WATER	911.34	N
			080334	2210012646758	199-00-2110.00-000-300000	DELIVERY FEE	15.98	N
			080334	2210012646758	199-00-2110.00-000-300000	RENT	2.99	N
Totals for Check 143719							1,860.62	
143720	09-23-2022	REGION 30 UIL MUSIC	300139	5A-6A	199-36-6499.00-001-311200	ENTRY FEES/AHS BAND	375.00	N

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143721	09-23-2022	RICHLAND HIGH SCHOO	300207	1008	199-36-6499.00-042-311200	ENTRY FEE/MMS ABND	1,350.00	N
143722	09-23-2022	ROADRUNNER CHARTE	080124	35530	199-00-2110.00-000-300000	PO 207181	8,026.50	N
143723	09-23-2022	ROMEO MUSIC	300205	63274	199-36-6399.03-001-311200	PERCUSSION SUPPLIES/AHS	1,506.00	N
143724	09-23-2022	RONNIE WALTERS LAW	080326	3059	199-00-2110.00-000-300000	ANNETTA MOWING 8/16	600.00	N
			080326	3059	199-51-6299.04-999-399999	SEPTEMBER GROUNDS	28,580.00	N
			080326	3059	199-51-6299.04-999-399999	ANNETTA MOWING 9/12	600.00	N
Totals for Check 143724							29,780.00	
143725	09-23-2022	INTERSTATE BILLING SE	080221	3027916205	199-00-2110.00-000-300000	PIGTAIL, MODULE, FUEL PUMP6.8	42.19	N
			080236	3029325661	199-00-2110.00-000-300000	PO 206962	344.09	N
			080237	3029210615	199-00-2110.00-000-300000	PO 207308	85.94	N
			080238	3029348739	199-00-2110.00-000-300000	PO 207309	978.88	N
Totals for Check 143725							1,451.10	
143726	09-23-2022	SALUS EDUCATION, LLC	300046	1050	199-31-6411.00-921-311921	STAFF DEVELOPMENT	550.00	N
143727	09-23-2022	SAND TRAP SERVICE C	300195	198069	199-51-6299.05-910-399910	SAND PUMP DISPOSAL	334.00	N
143728	09-23-2022	SCHED.COM	300083	33452	199-13-6399.01-970-311970	SUBSCRIPTION RENEWAL	1,600.00	N
143729	09-23-2022	SCHOLASTIC, INC.	080335	40946685	199-00-2110.00-000-300000	PO 207322	507.77	N
143730	09-23-2022	SCRIPPS NATIONAL SPE	300050	SK32-384955	199-11-6399.00-104-311104	SUPPLIES	182.50	N
143731	09-23-2022	SCRIPPS NATIONAL SPE	300140	SK32-390050	199-12-6399.00-102-311102	FEES/DUES	7.50	N
			300140	SK32-390050	199-12-6499.00-102-311102	FEES/DUES	175.00	N
Totals for Check 143731							182.50	
143732	09-23-2022	SHI GOVERNMENT SOL	300020	GB00467146	199-53-6399.01-990-399990	ANNUAL SERVER LICENSE	4,967.48	N
143733	09-23-2022	DORIS D SIMPSON	300387	FINGERPRINT	715-61-6499.00-907-332907	FINGERPRINTS	40.58	N
143734	09-23-2022	MILLIE SMITH	300091	TASPA PER	199-41-6411.00-731-399731	STAFF DEVELOPMENT	72.00	N
143735	09-23-2022	SNO SITES	300249	41866	199-11-6399.17-001-322972	SUPPLIES NEWSPAPER	450.00	N
143736	09-23-2022	SOLUTION TREE, INC	300155	S265643	255-13-6411.00-042-311000	STAFF DEVELOPMENT	5,512.00	N
143737	09-23-2022	STEVE WEISS MUSIC	080125	INV1148612.1	199-00-2110.00-000-300000	PO 207317	3,143.85	N
143738	09-23-2022	SWAGIT PRODUCTIONS,	080091	20961	199-00-2110.00-000-300000	AUGUST VIDEO STREAMING	750.00	N
143739	09-23-2022	CAROLINE TABOR	300042	REIMBURSEME	199-41-6399.00-732-399732	REIMB/EXPENSE	26.54	N
143740	09-23-2022	TASB, INC.	080137	632385	199-41-6299.00-701-399701	POLICY SERVICE MEMBERSHIP	1,350.00	N
			080137	632385	199-41-6299.00-701-399701	POLICY ONLINE SOFTWARE	1,100.00	N
			080263	629157	199-41-6299.00-701-399701	BOARDBOOK - PREMIER TIER 1	1,500.00	N
			080264	630820	199-41-6299.00-701-399701	HR SERVICES SUBSCRIPTION	1,800.00	N
Totals for Check 143740							5,750.00	
143741	09-23-2022	TASBO	080138	383047	199-41-6495.00-750-399750	2023 CENTER FOR SCHOOL FINA	4,400.00	N
			080265	5924-2022	199-41-6495.00-750-399750	MEMBERSHIP DUES-B HANSON	145.00	N
			080265	5924-2022	199-41-6495.00-750-399750	PROF LIAB INSURANCE-B HANSO	50.00	N
Totals for Check 143741							4,595.00	

For the Month of September

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
143742	09-23-2022	SHERRY LYNNE TAYLO	300094	TASPA PER	199-41-6411.00-731-399731	STAFF DEVELOPMENT	108.00	N
143743	09-23-2022	TEPSA	300053	300062539	199-23-6495.00-104-311104	FEES/DUES	364.00	N
			300053	300062540	199-23-6495.00-104-311104	FEES/DUES	364.00	N
Totals for Check 143743							728.00	
143744	09-23-2022	TEX-OMA BUILDERS SU	080336	788527	199-00-2110.00-000-300000	PO 207305	853.00	N
143745	09-23-2022	TEX-OMA BUILDERS SU	080108	788432	199-00-2110.00-000-300000	PO 207110	2,352.00	N
143746	09-23-2022	TEXAS COUNSELING AS	300244	ANNIE WALKER	199-31-6495.00-001-311001	STAFF DEV/FEES	20.00	N
			300244	TRICIA	199-31-6495.00-001-311001	STAFF DEV/FEES	20.00	N
			300244	ANNIE WALKER	255-13-6411.00-001-311000	STAFF DEV/FEES	155.00	N
			300244	TRICIA	255-13-6411.00-001-311000	STAFF DEV/FEES	155.00	N
Totals for Check 143746							350.00	
143747	09-23-2022	TEXAS DEPT OF STATE	080139	2022003410	199-51-6499.01-910-399910	ASBESTOS/DEMO NOTIFICATION	124.00	N
			080139	2022003515	199-51-6499.01-910-399910	ASBESTOS/DEMO NOTIFICATION	57.00	N
			080139	2022003732	199-51-6499.01-910-399910	ASBESTOS/DEMO NOTIFICATION	330.00	N
Totals for Check 143747							511.00	
143748	09-23-2022	TEXAS EDUCATIONAL T	300148	EVAN BEGGS	199-13-6411.00-041-399041	STAFF DEVELOPMENT	150.00	N
			300148	EVAN BEGGS	199-36-6399.06-041-311041	STAFF DEVELOPMENT	60.00	N
			300369	SYDNEY	199-36-6411.01-042-311042	STAFF DEVELOPMENT	175.00	N
			300369	SYDNEY	199-36-6495.01-042-311042	STAFF DEVELOPMENT	60.00	N
Totals for Check 143748							445.00	
143749	09-23-2022	TEXAS GAS SERVICE	080222	140556627	199-00-2110.00-000-300000	UTILITIES	2,390.22	N
			080092	118929845	199-51-6259.03-999-399999	UTILITIES	93.80	N
			080092	126347364	199-51-6259.03-999-399999	UTILITIES	270.28	N
			080092	136588036	199-51-6259.03-999-399999	UTILITIES	81.48	N
			080092	142314845	199-51-6259.03-999-399999	UTILITIES	357.24	N
			080092	149554391	199-51-6259.03-999-399999	UTILITIES	169.27	N
			080092	156200791	199-51-6259.03-999-399999	UTILITIES	727.87	N
			080092	158249764	199-51-6259.03-999-399999	UTILITIES	106.73	N
			080092	165220718	199-51-6259.03-999-399999	UTILITIES	57.12	N
			080092	233760409	199-51-6259.03-999-399999	UTILITIES	279.18	N
			080092	234919582	199-51-6259.03-999-399999	UTILITIES	81.48	N
			080092	235750300	199-51-6259.03-999-399999	UTILITIES	521.25	N
			080092	236364727	199-51-6259.03-999-399999	UTILITIES	106.73	N
			080092	236364973	199-51-6259.03-999-399999	UTILITIES	106.73	N
			080092	140556627	199-51-6259.03-999-399999	UTILITIES	238.74	N
Totals for Check 143749							5,588.12	
143750	09-23-2022	TEXAS SCHOOL COALITI	080266	1970	199-41-6495.00-701-399701	2022-23 ANNUAL MEMBERSHIP	6,500.00	N
143751	09-23-2022	TMEA	300319	JOEY PAUL	199-36-6411.00-001-311200	STAFF DEVELOPMENT/AHS	70.00	N
			300385	DEXX MOORE	199-36-6411.00-001-311200	STAFF DEVELOPMENT/AHS	70.00	N
			300386	JAKE ALBIN	199-36-6411.00-001-311200	STAFF DEVELOPMENT/AHS	70.00	N
			300385	DEXX MOORE	199-36-6495.00-001-311200	STAFF DEVELOPMENT/AHS	50.00	N
			300386	JAKE ALBIN	199-36-6495.00-001-311200	STAFF DEVELOPMENT/AHS	50.00	N
Totals for Check 143751							310.00	

For the Month of September

Check Nbr	Check Date	Payee	PO Nbr	Invoice Nbr	Fnd-Fnc-Obj.So-Org-Prog	Reason	Amount	EFT
143752	09-23-2022	TMEA REGION 30 BAND	300138	ALL-REG JAZZ	199-36-6499.00-001-311200	ENTRY FEES/AHS BAND	229.00	N
143753	09-23-2022	TMEA REGION 30 VOCA	300128	DISTRICT	199-36-6499.05-001-311001	CHOIR ENTRY FEES	100.00	N
143754	09-23-2022	TRANSLATION & INTERP	080239	37347	199-00-2110.00-000-300000	PO 207169	245.70	N
			080239	37513	199-00-2110.00-000-300000	PO 207169	264.60	N
Totals for Check 143754							510.30	
143755	09-23-2022	TRI-COUNTY ELECTRIC	080223	8001215301	199-00-2110.00-000-300000	UTILITIES	10,162.68	N
			080223	800914530	199-00-2110.00-000-300000	UTILITIES	12,589.72	N
			080223	800918132	199-00-2110.00-000-300000	UTILITIES	72.92	N
Totals for Check 143755							22,825.32	
143756	09-23-2022	TRINITY BANDS BOOST	300196	ALEDO HS	199-36-6499.00-001-311200	ENTRY FEES/AHS BAND	300.00	N
143757	09-23-2022	TSPRA	080140	MR-2022-3217	199-41-6495.00-735-399735	PROFESSIONAL RENEWAL FEE	230.00	N
143758	09-23-2022	TACS	080262	ALEDO ISD	199-41-6495.00-701-399701	INSTITUTIONAL MEMBERSHIP	800.00	N
143759	09-23-2022	UNIFIRST HOLDINGS, IN	080147	829 3372381	199-34-6399.01-930-399930	LAUNDRY SERVICES	69.82	N
			080147	829 3376178	199-34-6399.01-930-399930	LAUNDRY SERVICES	172.89	N
Totals for Check 143759							242.71	
143760	09-23-2022	UNIVERSITY OF TEXAS	080267	ALEDO ISD	184-36-6499.02-001-391960	MEMBERSHIP APPLICATION & FE	3,250.00	N
143761	09-23-2022	VANDOREN MUSIC, LLC	080141	447	199-36-6219.03-001-311200	CUSTOM ARRANGEMENT (FULL	3,500.00	N
143762	09-23-2022	PAULA VIDAURRI	300072	CREST PER	199-13-6411.00-971-311970	STAFF DEVELOPMENT	36.00	N
143763	09-23-2022	THE VIRTUAL MEET EXP	300431	ALEDO HIGH	199-36-6499.00-001-311001	FEES/DUES	350.00	N
143764	09-23-2022	KIMBERLY WEBBER	300090	FINGERPRINT	199-41-6299.01-731-399731	REIMB/EXPENSE	49.26	N
143765	09-23-2022	WESTCO PEST CONTRO	080112	MIDDLE	199-00-2110.00-000-300000	AMS RODENT BAIT	350.00	N
			080112	EARLY	199-00-2110.00-000-300000	ECA RODENT BAIT/BIRTH CONTR	350.00	N
			080112	ALEDO ISD	199-00-2110.00-000-300000	ANT AUGUST TREATMENT	1,250.00	N
Totals for Check 143765							1,950.00	
143766	09-23-2022	JUDY WORTHINGTON	300093	TASPA PER	199-41-6411.00-731-399731	STAFF DEVELOPMENT	72.00	N
143767	09-23-2022	XEROX CORPORATION	080113	800704979	184-00-2110.00-000-300000	XEROX	323.90	N
			080093	017018418	199-00-2110.00-000-300000	SER #HHZ-169458 07/21-08/21/22	375.47	N
			080093	017018419	199-00-2110.00-000-300000	SER #8TB-622726 07/30-08/21/22	1,161.86	N
			080093	017069956	199-00-2110.00-000-300000	SER #HHZ169437 07/21-08/26/22	375.47	N
			080113	800704979	199-00-2110.00-000-300000	XEROX	17,664.78	N
Totals for Check 143767							19,901.48	
143768	09-23-2022	YOUR PERSONAL CHEF,	300035	001098	199-41-6499.02-730-399730	MEETING EXPENSE	90.00	N
143769	09-23-2022	ZONAR SYSTEMS, INC	080109	SI565437	199-00-2110.00-000-300000	PO 206711	648.00	N
143770	09-27-2022	SARAH MOORE	080346	AUGUST 2022	224-11-6299.00-940-323000	O&M SERVICES	1,163.75	N
143771	09-27-2022	SUPERIOR PEDIATRIC C	080347	AUG 16-31	224-11-6299.00-940-323000	OT/PT/ST SERVICES	10,234.96	N
			080347	AUG 16-31	224-33-6299.00-940-323000	LVN SERVICES	4,433.00	N
Totals for Check 143771							14,667.96	



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 18, 2022

AGENDA ITEM: Consider Approval of Financial Aid Application Opt-Out Form

PRESENTER: Scott Kessel, Executive Director of Student Services

BACKGROUND INFORMATION:

- Per section 28.0256 of the Texas Education Code, “Before graduating from high school, each student must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA), except as otherwise provided.”
- Section 28.0256 of the Texas Education Code goes on to say, “A student is not required to comply with the aforementioned subsection,” under the following circumstances:
 - the student's parent or other person standing in parental relation submits a signed form indicating that the parent or other person authorizes the student to decline to complete and submit the financial aid application;
 - the student signs and submits the form on the student's own behalf if the student is 18 years of age or older or the student's disabilities of minority have been removed for general purposes under Chapter 31, Family Code; or
 - a school counselor authorizes the student to decline to complete and submit the financial aid application for good cause, as determined by the school counselor.
- Lastly, the form is required to be made available in English and Spanish and any other language spoken by a majority of the students enrolled in a bilingual education or special language program in the district.
- Aledo ISD Legal Policy EIF states, “The board shall adopt the standard opt-out form provided by the Texas Education Agency (TEA).”

ADMINISTRATIVE CONSIDERATIONS:

None

FISCAL NOTE: None

ADMINISTRATIVE RECOMMENDATION: Administration recommends the approval of the Financial Aid Application Opt-Out Form included and attached below.

Financial Aid Application Opt-Out Form

Financial aid applications inform postsecondary institutions' decisions about student eligibility for federal, state, and institutional funds. Financial aid awards can help students pay for their educational expenses after high school.

Each high school senior in a Texas public school district or open enrollment charter school must complete and submit a free application for federal student aid (FAFSA) or a Texas application for state financial aid (TASFA) as a state requirement for graduation. [Texas Education Code §28.0256](#) allows a student to opt out of the financial aid application graduation requirement by submitting a signed form that authorizes the parent or student to decline.

To authorize a student to opt out of the financial aid application graduation requirement, the Financial Aid Application Opt-Out Form must be signed by one of the following:

OPTION I: A student age 18 years or older or emancipated minor under Chapter 31, Texas Family Code

OPTION II: (a) The student's parent or guardian (the parent declines to complete the financial aid application), or

(b) The student's parent or guardian and the student (the parent authorizes the student to opt out)

OPTION III: A school counselor, for good cause as determined by the school counselor, and the student

Students under 18 years of age may only be authorized to decline under OPTION II or OPTION III.

Student Printed Name:

Date of Birth:

District/Charter School:

Campus:

Submitting a *Financial Aid Application Opt-Out Form* does not prohibit a student from completing and submitting a financial aid application at any time in the future.

OPTION I: STUDENT AUTHORIZATION

My signature below certifies that I am **18 years of age or older or an emancipated minor** and am authorized to decline to complete and submit a financial aid application on my own behalf.

Student Signature:

Date:

OPTION II: PARENT AUTHORIZATION

My signature below (check one):

certifies that I decline to complete and submit a financial aid application on behalf of my child (parent signature only)

authorizes my child to decline to complete and submit a financial aid application (parent and student signature required)

Parent/Legal Guardian Signature:

Date:

Parent/Legal Guardian Printed Name:

I am under the age of 18 and with my parent's authorization, I decline to complete and submit a financial aid application.

Student Signature:

Date:

OPTION III: COUNSELOR AUTHORIZATION

My signature below certifies that reasonable efforts to fulfill obligations to the student have been made, but for good cause I have authorized the student to decline to complete and submit a financial aid application.

School Counselor Signature:

Date:

School Counselor Printed Name:

I am under the age of 18 and with my counselor's authorization, I decline to complete and submit a financial aid application.

Student Signature:

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Date:

Forma de Negación Voluntaria para Solicitar Ayuda Económica

Las solicitudes de ayuda económica informan a las instituciones educativas posteriores a la secundaria para que éstas decidan sobre la elegibilidad de un estudiante para recibir fondos federales, estatales e institucionales. Los apoyos de ayuda económica pueden ayudar a los estudiantes a pagar sus gastos escolares después de concluida la secundaria.

Cada estudiante que esté en su último año en una escuela secundaria pública que pertenezca a un distrito escolar de Texas o una escuela autónoma de inscripción abierta tiene que llenar y entregar una Solicitud Gratuita de Ayuda Federal para Estudiantes (FAFSA, por sus siglas en inglés) o una Solicitud de Texas para Ayuda Financiera Estatal (TASFA, por sus siglas en inglés) como requisito de graduación del estado. El código de educación estatal ([Texas Education Code §28.0256](#)) le permite a un estudiante rechazar el requisito de graduación relacionado con la solicitud de ayuda económica mediante la entrega de una forma firmada, la cual le autoriza al padre de familia o al estudiante a negarse a cumplir dicho requisito.

Para autorizar el que un estudiante se niegue a cumplir el requisito de graduación relacionado con la solicitud de ayuda económica, la Forma de Negación Voluntaria para Solicitar Ayuda Económica tiene que estar firmada de acuerdo con una de las siguientes opciones:

OPCIÓN I: Estudiante de 18 años o más, o menor emancipado de acuerdo con el Capítulo 31 del Código de Texas sobre la Familia

OPCIÓN II: (a) el padre o tutor del estudiante (el padre se niega a cumplir con el requisito de llenar la solicitud de ayuda económica), o bien
(b) el padre o tutor del estudiante y el estudiante (el padre autoriza al estudiante a negarse a cumplir con el requisito)

OPCIÓN III: Un consejero estudiantil, por una razón justificada que el propio consejero determina, y el estudiante

Los estudiantes menores de 18 años podrían ser autorizados a negarse a cumplir con el requisito solamente bajo las opciones II o III.

Nombre del estudiante:	Fecha de nacimiento:
Distrito/Escuela autónoma:	Escuela:

Entregar la Forma de Negación Voluntaria para Solicitar Ayuda Económica no le prohíbe a un estudiante llenar y entregar una solicitud de ayuda económica en cualquier oportunidad futura.

OPCIÓN I: AUTORIZACIÓN DEL ESTUDIANTE

Mi firma abajo certifica que **tengo 18 años o más, o que soy un menor emancipado** y estoy autorizado para negarme a llenar y entregar una solicitud de ayuda económica por cuenta propia.

Firma del estudiante:	Fecha:
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OPCIÓN II: AUTORIZACIÓN DEL PADRE

Mi firma abajo (marque una opción):

- certifica que me niego a cumplir con el requisito de llenar y entregar la solicitud de ayuda económica a nombre de mi hijo (firma del padre solamente)
- autoriza a mi hijo a negarse a llenar y entregar la solicitud de ayuda económica (firma del padre y estudiante son necesarias)

Firma del padre/tutor:	Fecha:
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Nombre del padre/tutor:

Tengo menos de 18 años y con la autorización de mi padre/madre, me niego a llenar y entregar una solicitud de ayuda económica.

Firma del estudiante:	Fecha:
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OPCIÓN III: AUTORIZACIÓN DEL CONSEJERO

Mi firma abajo certifica que se han hecho esfuerzos razonables para cumplir las obligaciones del estudiante, pero por una razón justificada autorizo al estudiante para que se niegue a llenar y entregar una solicitud de ayuda económica.

Firma del consejero estudiantil:	Fecha:
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Nombre del consejero estudiantil:
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Tengo menos de 18 años y con la autorización de mi consejero escolar, me niego a llenar y entregar una solicitud de ayuda económica.

Firma del estudiante:	Fecha:
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ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 18, 2022

AGENDA ITEM: 2022-2023 District Instructional Focus

PRESENTER: Candace Summerhill: Director of Assessment & Accountability, Hannah McConnell, Miranda Rosenhoover, Cathy Williams: Instructional Specialists

BACKGROUND INFORMATION:

- Aledo ISD measures academic progress in reading and math utilizing the following universal screeners:
 - mCLASS Texas: reading, grades K-2
 - Developmental Reading Assessment: reading, grades K-2
 - IXL Diagnostic: math, grades K-2
 - MAP Growth: reading and math, grades 3-8, Algebra I, English I and English II
- Students take the universal screeners three times per year (beginning, middle, and end of year) to measure students' proficiency levels in math and reading. Students take the MAP Growth assessment twice per year (beginning and middle of year) and select students that need the end of year data point will participate in the end of year MAP test administration.
- Assessment results provide teachers and students with data to facilitate meaningful progress.
- Beginning-of-year, district-wide patterns and trends will be presented to the Board of Trustees as a baseline for comparative data later in the year.
- The district instructional data dashboard provides the district with a systematic process for gathering multiple data points to track implementation levels of the district focus areas and to monitor student progress data throughout the school year.
- At the end of each nine-week grading cycle, the campus and district will monitor Professional Learning Community actions through rating each Collaborative Team on an implementation continuum that corresponds to the three big ideas of a PLC which include:
 - *Learning as our Fundamental Purpose*
 - *Building a Collaborative Culture Through High-Performing Teams*
 - *A Focus on Results*

- AISD PLC implementation goals for the 2022-2023 school year are as follows:
 - **86%** of Collaborative Teams district-wide will rate at the “Developing” level in indicator #1 of *Learning as Our Fundamental Purpose* by June 2022.
 - **85%** of Collaborative Teams district-wide will rate at the “Developing” level in indicator #1 of *Building a Collaborative Culture* by June 2022.
 - **77%** of Collaborative Teams district-wide will rate at the “Developing” level in indicator #1 of *Focusing on Results* by June 2022.
- Data will be collected and analyzed at the end of each grading cycle and reported to the board of trustees to assess team and district level implementation of the three big ideas of a PLC.
- Ongoing reflection and goal setting around the three big ideas of a PLC drive the work of collaborative teams at each campus. The district will support the work of collaborative teams by building leadership capacity within the PLC process through providing ongoing professional learning opportunities.
- In an effort to recognize and reinforce high-functioning collaborative teams, AISD will identify collaborative teams throughout the school year that engaging in PLC actions on a consistent basis. Recognition of the collaborative teams will take place at a school board meeting.

FISCAL INFORMATION:

None

ATTACHMENTS:

Instructional Focus Presentation

ADMINISTRATIVE RECOMMENDATION:

None

AISD Instructional Focus

2022-2023



ALEDO ISD FOCUS DOCUMENT 2022-2023



WHAT WE TEACH

Standards Driven
Curriculum

Teaching to the Depth
of the Standards

HOW WE TEACH

Focus on 8 Cognitive Skills
Thinking Maps

Fundamental Five

Rigor, Relevance,
Learner Engagement

Workshop Model

AUTHENTIC LITERACY

Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)

Write From the
Beginning & Beyond

Implementation Measures of District Instructional Focus

PLC Goals

Reported Quarterly

Focus on Learning

Goal 86% of CTs by June

Collaborative Culture

Goal 85% of CTs by June

Focus on Results

Goal 77% of CTs by June

District Instructional Priorities

Reported Monthly

Lesson Frame

Goal 100% of classrooms by June

Daily Critical Writing

Goal 100% of classrooms by June

High-Yield Formative Assessment

Goal 100% of classrooms by June

Learner Engagement

Goal 80% of classrooms by June

Student-Driven Learning

*Monthly report will consist of exemplars, rather than a percentage

Progress Monitoring

Reported BOY & MOY

CIRCLE Progress Monitoring

PK Reading / Math Screener

mCLASS Texas & DRA

K-2 Reading Screener

IXL Math

K-2 Math Screener

MAP Growth

3-10 Reading Screener

3-10 Math Screener





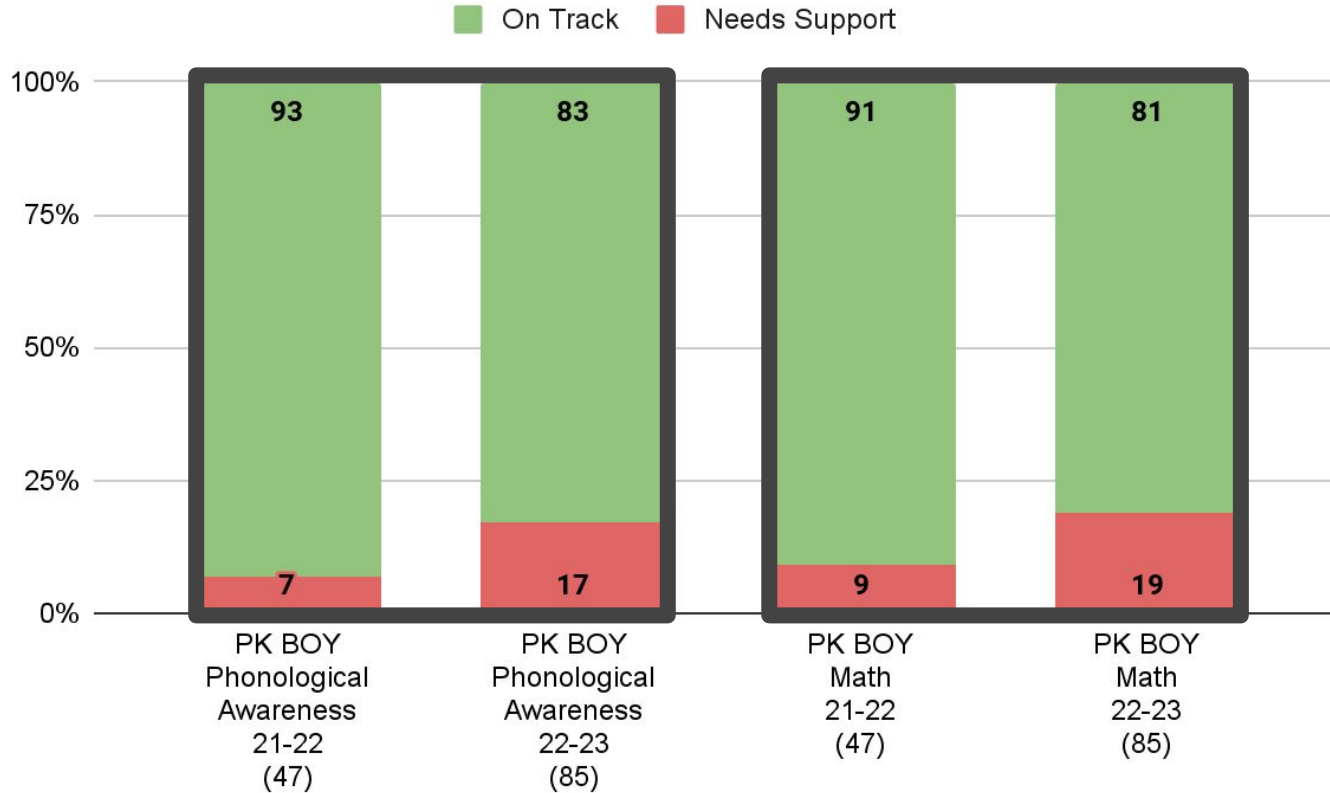
Aledo ISD BOY Screener Data

2022-2023

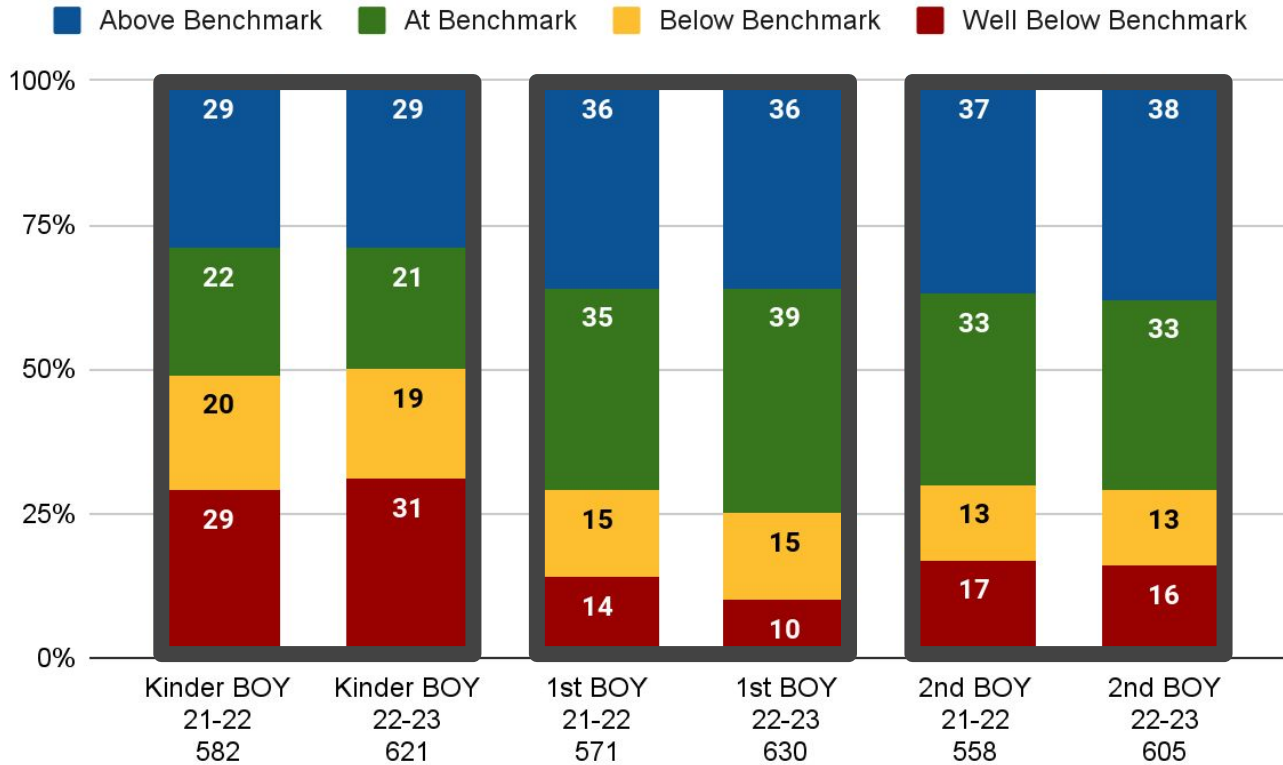
53

Ensuring high levels of learning for all students

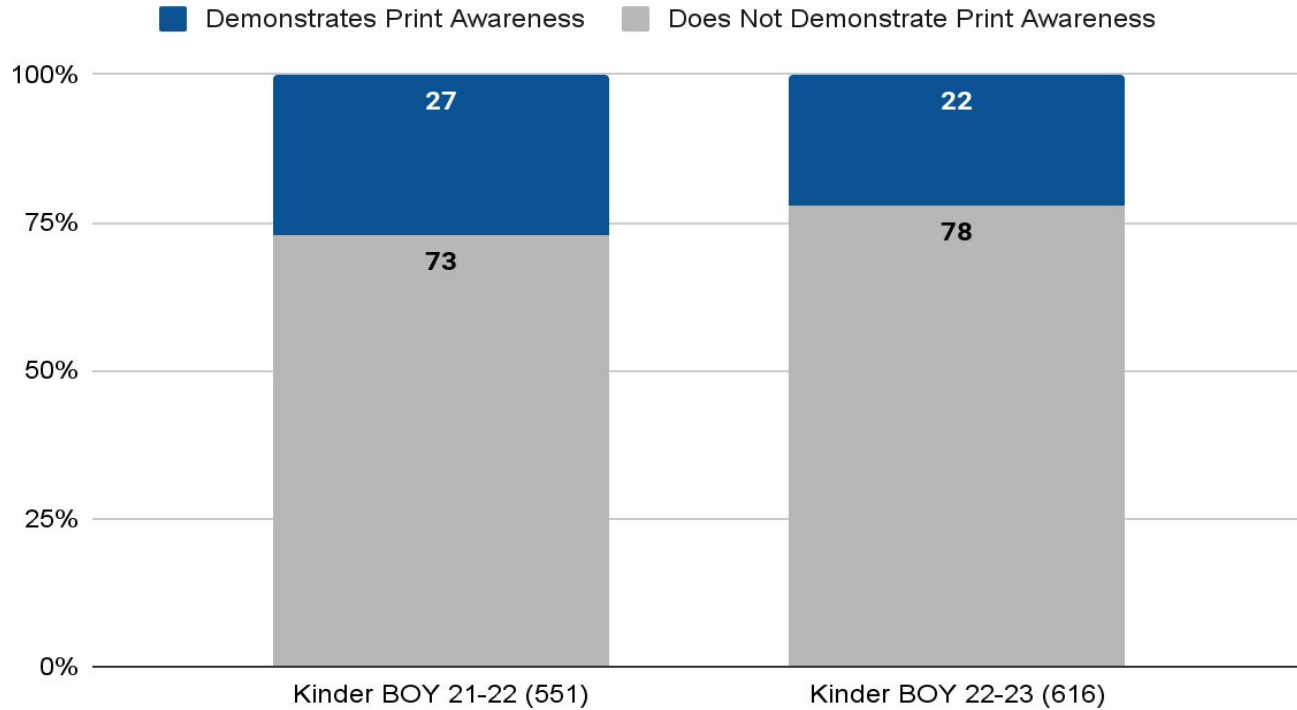
CIRCLE Progress Monitoring: PreK



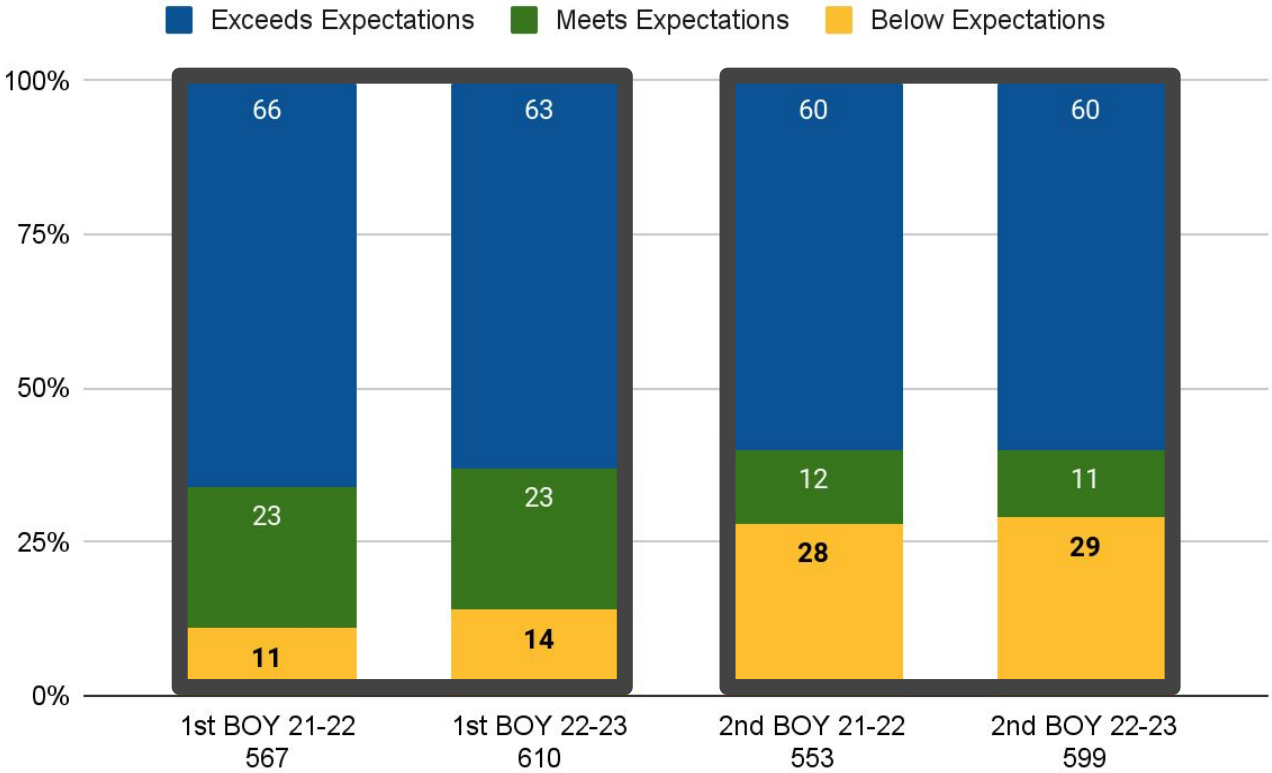
mCLASS Texas Reading



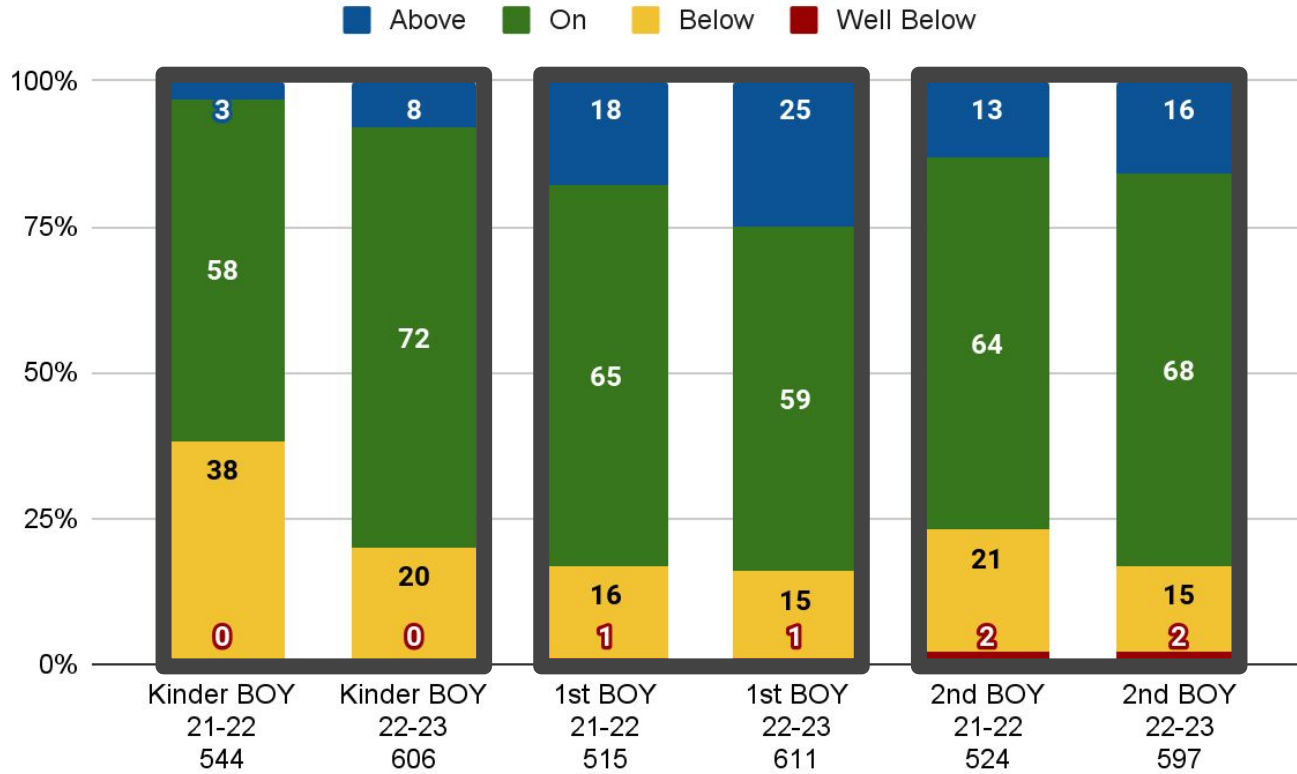
Developmental Reading Assessment: Kindergarten



Developmental Reading Assessment: 1st & 2nd



IXL Math Diagnostic: K-2



MAP BOY Baseline Data

MAP Reading

- 66% of students in the top two quintiles (3,129)
- 14% in the bottom two quintiles (664 students)
 - Low Quintile (red) 253 students
 - Low Average Quintile (orange) 411 students
- Instructional Area Data-% of students average or higher
 - Foundational Language Skills: Vocabulary 85%
 - Multiple Genres 83%
 - Author's Purpose and Craft 84%

MAP Math

- 65% of students in the top two quintiles (2,506)
- 17% in the bottom two quintiles (686 students)
 - Low Quintile (red) 243 students
 - Low Average Quintile (orange) 443 students
- Instructional Area Data-% of students average or higher
 - Numerical Representations and Probability 83%
 - Computations and Algebraic Relationships 81%
 - Geometry and Measurement 79%
 - Data Analysis 79%

Summer School MAP Growth Data

Summer School Reading

- 67 students attending 3-8 summer school were in the bottom two quintiles EOY
- 44 of these students made growth in reading from EOY to BOY
- 19 students scored high enough to move out of the bottom two quintiles

Summer School Math

- 68 students attending 3-8 summer school were in the bottom two quintiles EOY
- 37 of these students made growth in math from EOY to BOY
- 10 students scored high enough to move out of the bottom two quintiles

MAP Action Plan

- C&I Team/teachers utilize BOY MAP data to design instruction aligned to learner needs
- Students analyze BOY data and set academic goals that are tracked over time (student data trackers)
- Teachers receive job embedded professional learning to support MAP implementation and use MAP data reports to design targeted instruction in response to MAP data
 - MAP Implementation Training / Purpose of MAP
 - BOY MAP Data: What Now?
 - Digging into MAP Just in Time Training
 - IXL prescriptive, supplemental math practice based on MAP performance
- C & I Team/teachers analyze BOY data to ensure that students in the bottom quintiles are receiving targeted support in their areas of need
 - Some students receive specialized support: SPED, ESL, dyslexia
 - Some students receive Tier 3 levels of support from intervention specialists
 - Some students receive targeted Tier 2 levels of support during flex/WIN time

Implementation Measures of District Instructional Focus

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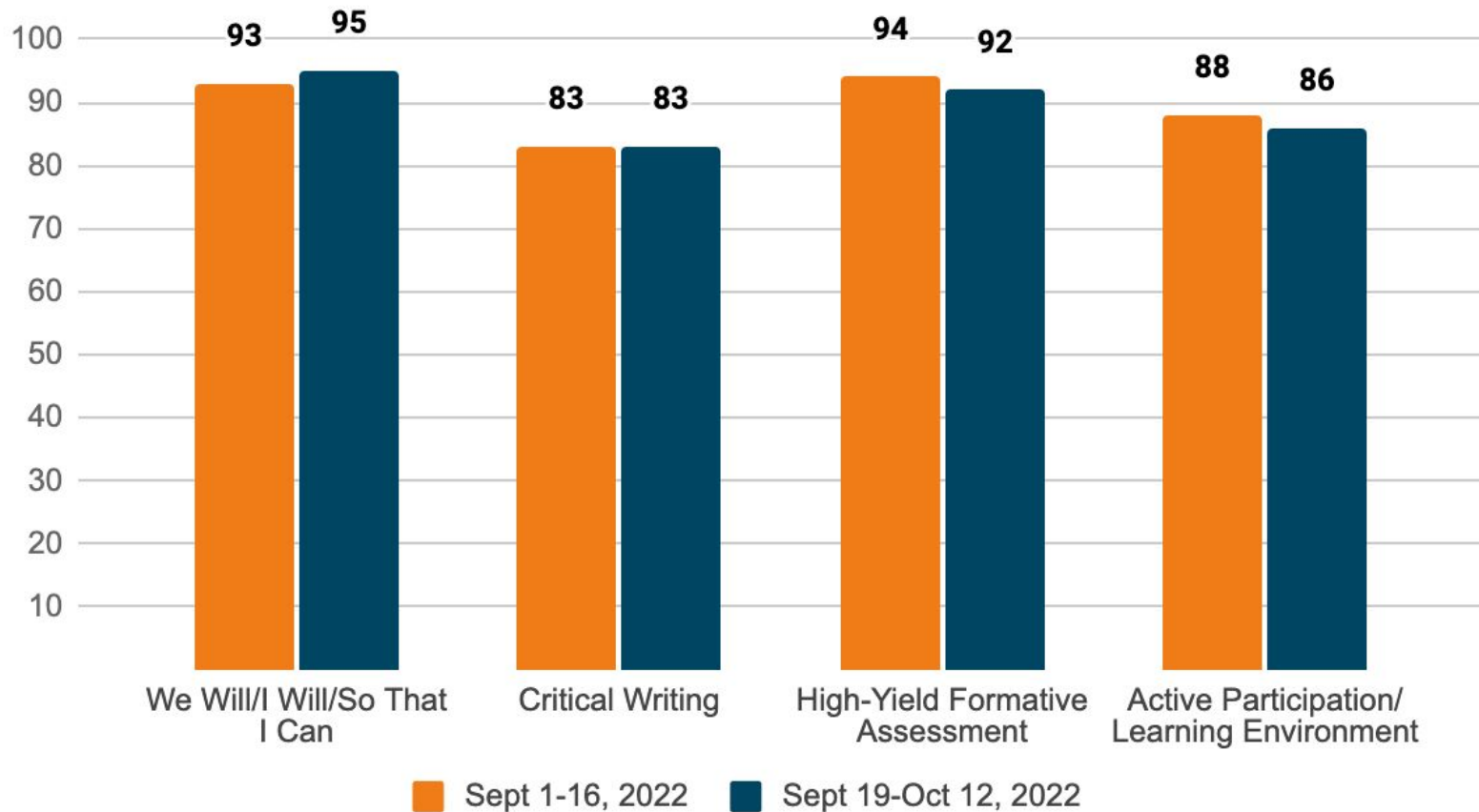
Aledo ISD

Instructional Focus Implementation

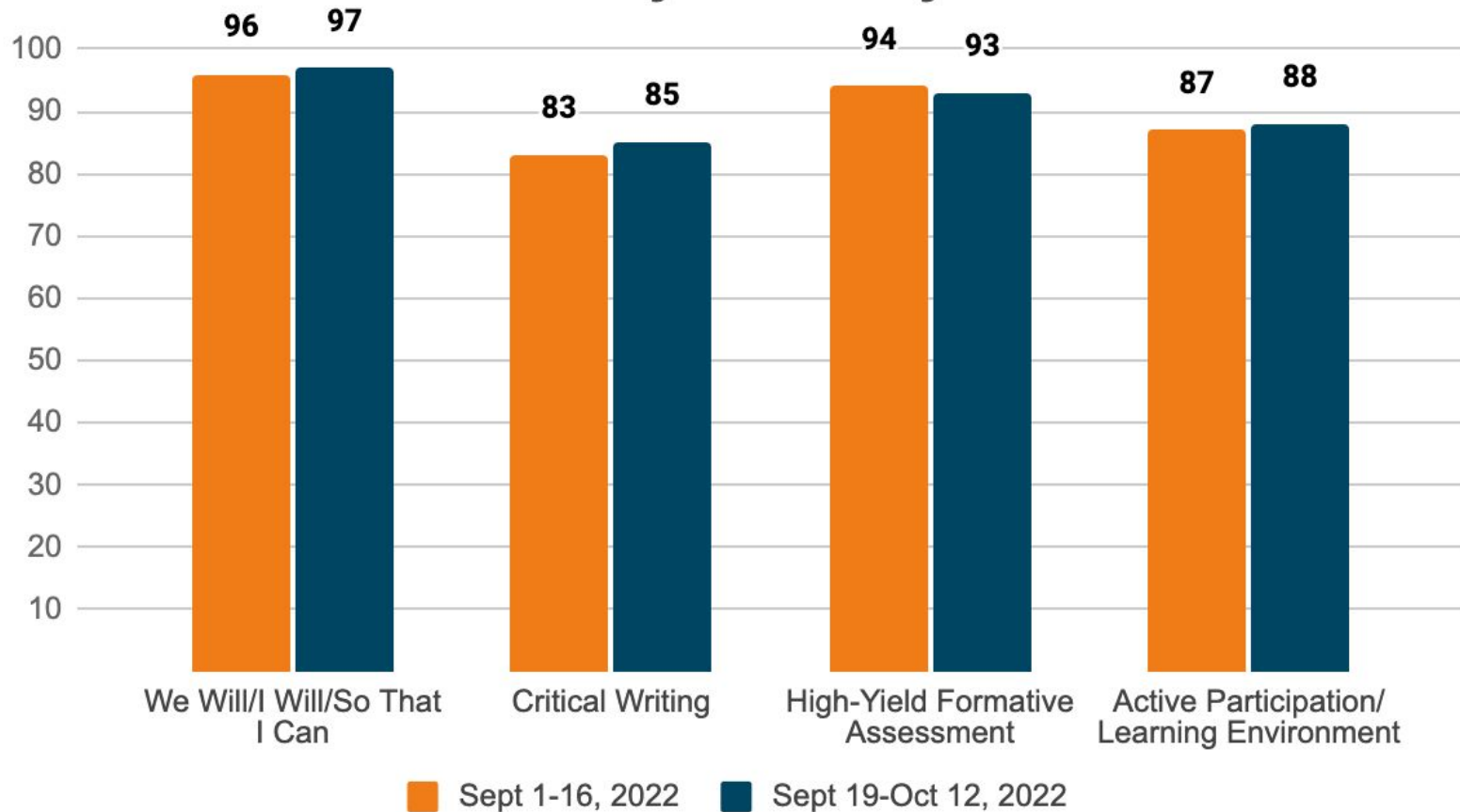
Reporting Period 2
September 19-October 12, 2022



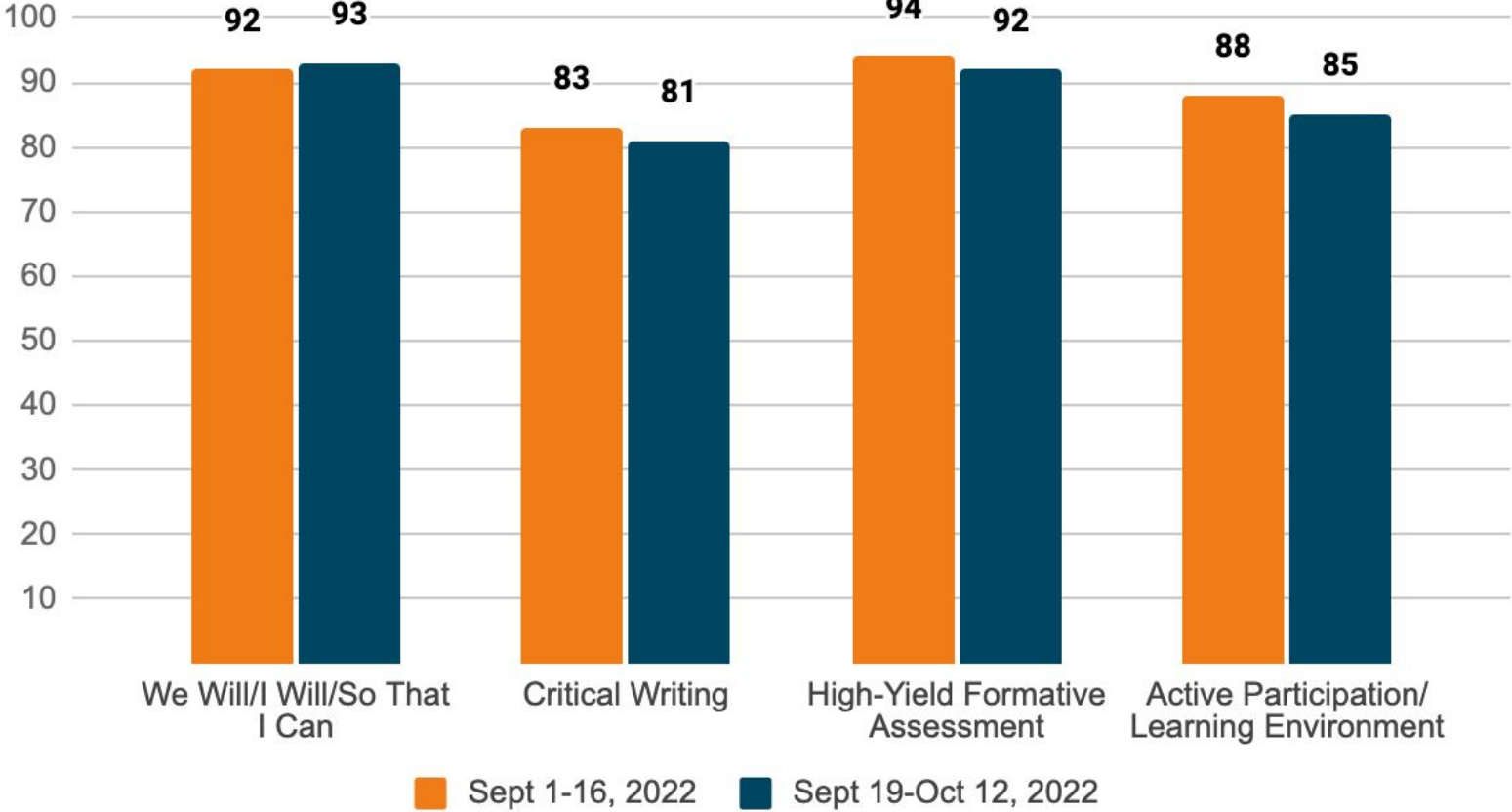
AISD Overall Growth by Look Fors



AISD Elementary Growth by Look Fors



AISD Secondary Growth by Look Fors



Student-Driven Learning

Walsh Elementary:

2nd Grade Science , Ms. Fowler & Ms. Hughes

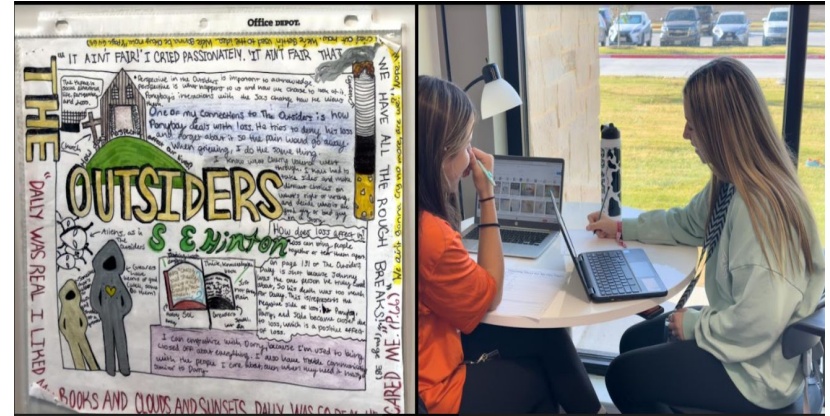


Students in Mrs. Hughes 2nd grade class have been learning about heat, light, and sound energy. The class visited the library where librarian Ms. Fowler introduced Sphero robots and how the robots exhibit of all three types of energy they studied. She then challenged students to divide into teams and create a maze out of wooden blocks.

Once the mazes were complete, the students worked together to direct their "energy robots" through the mazes.

McAnally Middle School:

8th Grade RLA, Ms. Griffin



Students at McAnally Middle School were collaborating with each other to plan and create a⁶⁷ one-pager about a novel they were reading in their RLA class. One key task in this project required students to create a mid- to-high-level question and response by choosing from a list of Bloom's question stems to include in their one-pager.

Student-Driven Learning

Annetta Elementary:
3rd Grade RLA, Ms. Schroeder



In teams of four, students investigated informational text excerpts to find clues in order to make a complex inference about what happened for their case. CSI music played as students discussed possible text evidence on their path to solving each mystery.

Daniel Ninth Grade:
6th Grade RLA, Ms. Kuhns



In partnership with the librarian, AMS 6th grade classes chose a novel to read, learned about credible sources and researched a component of their novel, investigated the genre and author's craft, and presented a book talk to their assigned team with the intent to persuade others to read the book. Teammates listened actively and took notes on each presented text, including clarifying or extension questions for the presenter

Student-Driven Learning

Annetta Elementary: 3rd Math, Ms. Cook



Students “went shopping” at Amazon, Target, and Walmart. Students used what they learned about the standard and written form of place value to apply their knowledge and properly write checks to these companies.

McAnally Middle School: 7th Advanced Math, Ms. Hughes



69
Students utilized algebra tiles and cooperative learning to make concrete connections to the abstract concept of simplifying algebraic expressions.

Student-Driven Learning

Stuard Elementary:

4th Grade Social Studies, Ms. Banks



Students analyzed the regions of Texas in groups by examining all of the characteristics so they could set up base in the best region in order to survive the Zombie Apocalypse.

Aledo High School:

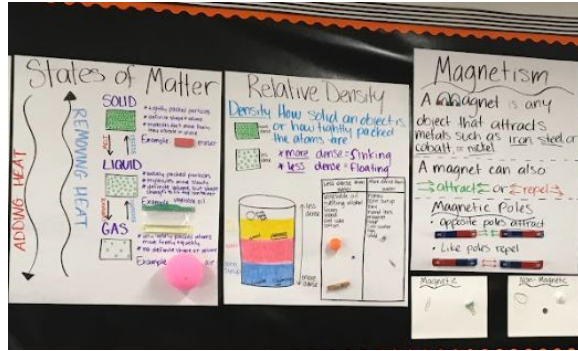
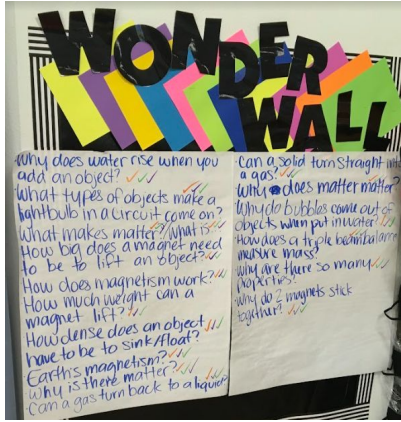
10th Grade World History, Mrs. Lindsey, Mr. Collins, Ms. Velasquez



Students examined the “current events of the day” in Classical Greece. The information learned was used by groups to build a campaign video for leadership in the Athens legislature, just like we do in the U.S.A. They had to come up with a stance on the “current events” and present solutions to potential voters of Athens.

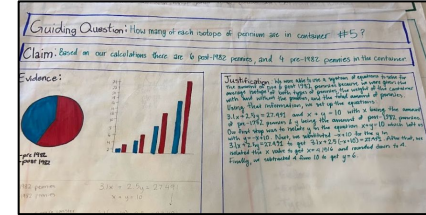
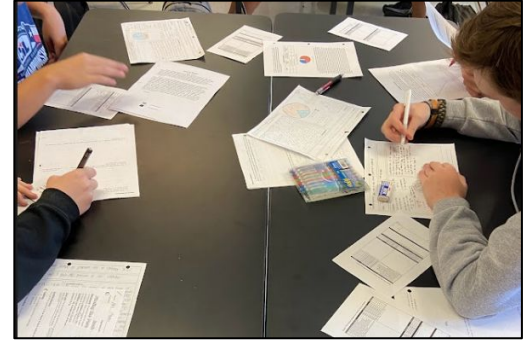
Student-Driven Learning

Annetta Elementary:
5th Grade Science, Ms. Williams



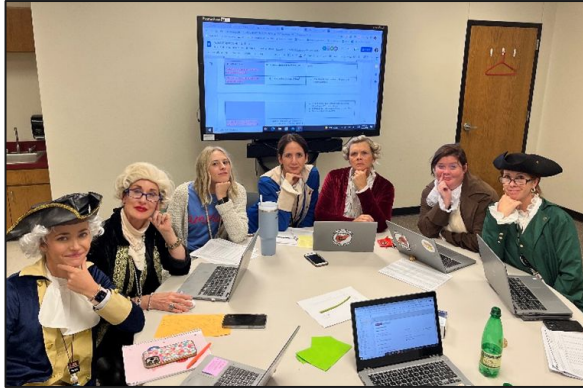
During the matter unit, 5th graders developed questions that would drive their own inquiry and posted them on the "Wonder Wall". As a visual representation of their learning throughout the unit, the class created an interactive word wall to engage with and support their understanding of matter.

Aledo High School:
10th Grade Science, Ms. Henryon



After completing a chemistry inquiry lab, students used a rubric to provide feedback to their peers' argument boards, so that they could make revisions.

Aledo ISD is a PLC at work.



Focus on Learning

Collaborative Culture

Focus on Results



Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

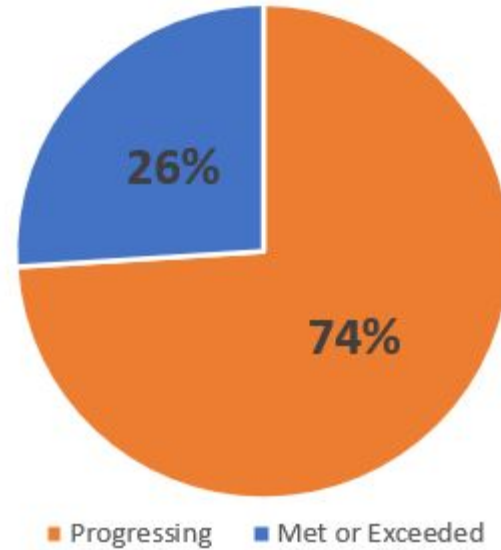
FOCUS ON LEARNING

We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning. We provide students with systematic interventions when they struggle and extension when they are proficient.

Indicator	Initiating	Implementing	Developing	Sustaining
We build shared knowledge regarding the TEKS, district documents, and trends in student achievement and work with our colleagues to clarify the criteria by which we will judge student work.	Teams are aware of the essential learning standards and some teachers use the district curriculum documents consistently.	Teams clarify the essential learning standards for each unit and most teacher lessons reflect the decisions made by the collaborative team.	Teams clarify the essential learning outcomes by building shared knowledge through deconstruction of the learning standards. All teachers work collaboratively as a team to study and backward design from summative assessments and agree on the specific success criteria students must achieve to be deemed proficient.	Teams possess a deep understanding of the TEKS and the success criteria that students must achieve to demonstrate mastery and use this information to drive instruction. Teams have a systematic process for backward design and are committed to providing students with instruction and support to achieve the intended outcomes, giving every student access to essential learning.
We monitor each student's mastery of all essential standards on a timely basis through a series of frequent, standards-based common formative assessments that are aligned with summative assessments students will be required to take.	Teams have yet to develop formative assessments to monitor student learning. Some teachers use data from assessments to drive instructional decisions.	Teams have begun to create common formative assessments to monitor student learning; however, data is used primarily to make individual decisions about instructional practices.	Teams build capacity by creating common formative assessments and using results from common formatives to develop more effective instructional strategies.	Teams determine the effectiveness of instructional strategies based on evidence of student learning rather than teacher preference or precedent. Common formative assessments are used on a regular basis to identify students who need additional time and support for learning as well as provide another opportunity to demonstrate mastery of learning.
We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to extended learning opportunities.	Opportunities for intervention and extension are left to individual teachers to carry out within their own classrooms. Some teachers attempt to systematically intervene on essential standards when students experience difficulty.	While most teachers see the benefit of systematically grouping students, intervening and extending based on data is not an on-going cycle where teams continually adjust based on most recent assessments.	Teams track each student's proficiency on essential standards and utilize results from common formatives in a timely manner for interventions and extensions.	The system for intervention and extension is proactive, fluid, and directive rather than invitational. Achievement of each student is monitored on a frequent basis, and all students are guaranteed access to this system of intervention.

**Focus on
Learning**

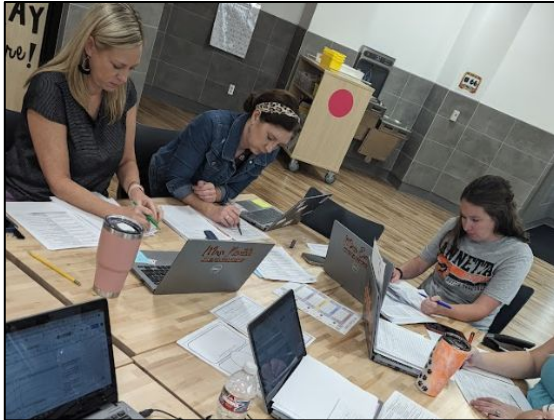
1st Grading Cycle



75

Goal: 88% Meet or Exceed

Focus on Learning



8.5A: Describe the Structure of atoms, including the masses, electrical charges, and location of Subatom Part.

Know	Do
<p>Subatomic Particles</p> <ul style="list-style-type: none"> - Proton <ul style="list-style-type: none"> - nucleus - pos - neutron <ul style="list-style-type: none"> - nucleus - neutral - electron <ul style="list-style-type: none"> - cloud - neg <p>Read P.T. How to calculate mass of atom</p>	<p>$A = P = E$ (# only get)</p> <p>Atomic # Proton electron</p> <p>Mass (Round)</p> <p>- A_{atomic #} Hack STARR label strategies</p> <p>Neutron</p> <p>Calculate Neutrons</p> <p>Reading a chart</p> <p>Atom Models</p> <ul style="list-style-type: none"> - label - particles in paper place w/ charge

Essential Standard	What will students do	With what knowledge	In What Context	Formative Assessment Ideas
TEKS 8.5A	<p>Verify correct</p> <p>Contexts: unknown</p> <p>Bracket context area</p>	<p>Needs To Know</p> <p>Boulders</p> <p>I can statements</p> <p>What to Intervene on</p>	<p>Be able to do</p> <p>TEKS Resource</p>	<p>"This data will inform your intervention/extension groups."</p>
8. Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy.	<p>Learn:</p> <p>(1) Describe kinetic energy</p> <p>Describe potential energy</p> <p>(2) Recognize the position or location of highest and lowest KE in a system</p> <p>Recognize the position or location of highest and lowest PE in a system</p> <p>Recognize where KE and PE are increasing and decreasing in a system</p> <p>(3) Describe how height and mass affect potential energy</p> <p>Describe how speed and mass affect kinetic energy</p> <p>Make into 3 "I can" statements for the students.</p>	<p>Through reading paragraphs</p> <p>Through position of objects</p> <p>Diagrams and graphs and data tables</p>	<p>5 questions on DCA 4 / 5 is master (80%)</p> <p>Preplanned interventions:</p> <ul style="list-style-type: none"> • Video song on PE/KE with Eraser model • Eraser model with roller coaster PE/KE • Kessler_INB roller coaster cut and write • Phet energy transfer activity • PE/KE card sort <p>CFA's:</p> <ol style="list-style-type: none"> 1. CFA 1 2. CFA 2 3. Overall CFA on Eduphoria 	

Three Big Ideas of a PLC at Work

1

A Focus on Learning

2

**A Collaborative Culture
and
Collective Responsibility**

3

A Results Orientation

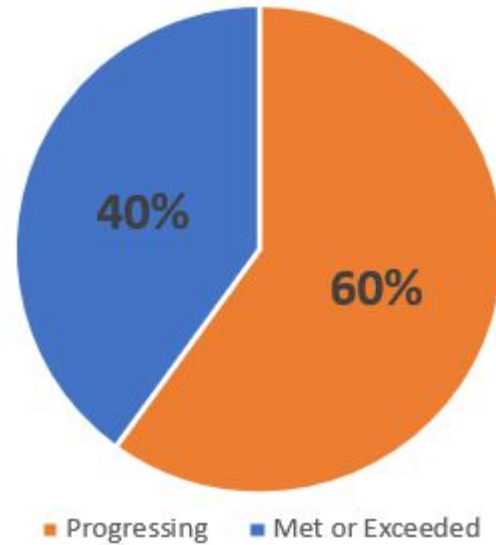
FOCUS ON COLLABORATIVE CULTURE

We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.

Indicator	Initiating	Implementing	Developing	Sustaining
<p>We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement.</p>	<p>Teachers are assigned to collaborative teams and are encouraged to work together collaboratively.</p>	<p>Teachers work together during collaborative time and share the workload to achieve individual classroom goals.</p>	<p>Teachers work interdependently to achieve goals specifically related to higher levels of student achievement and focus their efforts on discovering better ways to achieve common goals for the course or grade level.</p>	<p>The collaborative process is deeply ingrained in the team culture. Teams are self-directed and very skillful in advocacy and inquiry to monitor student improvement.</p>
<p>Structures have been put in place to ensure:</p> <ol style="list-style-type: none"> 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported. 	<p>Some team members may elect to work with colleagues on topics of mutual interest. Some team members are co-laboring in an effort to improve student achievement.</p>	<p>Most teams member are clear regarding how they should use the collaborative time. Most work is focused on the Four Critical Questions and/or matters related to teaching and learning. Most teachers believe the team meeting is a productive use of their time.</p>	<p>Team members are assigned roles and honor their collective commitments. Team leaders develop agendas and help lead the collaborative process to ensure topics have a positive impact on student achievement. All work is focused on the Four Critical Questions and/or matters related to teaching and learning. The collaborative process directly impacts teacher practice in the classroom, helping each teacher clarify what to teach, how to assess, and how to improve instruction.</p>	<p>The collaborative team process serves as a powerful form of job-embedded professional development because members learn from one another, identify common problems, and engage in action research. The Four Critical Questions consistently drive the PLC process. Evidence of student learning is transparent among members of the team, and members make judgments about the effectiveness of different practices on the basis of that evidence.</p>

**A Collaborative
Culture
and
Collective
Responsibility**

1st Grading Cycle



79

Goal: 93% Meet or Exceed

Focus on Collaborative Culture

First Grade Team Agenda
Date: 10-11-22

Attendees:

- Sarah Flores Nicole Adkins
- Cathy Remigio Julie Zuniga
- Ashley Watson

Facilitator-Ashley
Norm Checker-Hannah
Time Keeper-Sarah
Note Taker-Julie
Encourager-Nicole
Closer-Cathy

Norms

- We will be purposeful, positive and focused on what we can control.
- We will be open minded, willing to contribute and honest.
- We will start and end each meeting with clear expectations.

Items to Bring:

- Computer
- mClass data
- Ideas/materials for mclass support for win groups



Topic	Discussion/Notes
Today's Topics/Goals <ul style="list-style-type: none"> • mClass 	<ul style="list-style-type: none"> • Calendar: RLA Report Card Assessments • RLA 2nd Grade 22-23 Report Card Assessment • Backwards design essential standard • 2nd Grade Backward Design Planning (essential standards linked below) - move to CT after curriculum mapping at Oct PL • DRA2 Grade Level Expectations for K-2- Final • 2nd Grade Backward Design Planning
1. What do we want students to learn?	Letter Sounds and Comprehension Place Value W
2. How will we know if they learned it?	Progress Monitor 9/29 MAZE- everyone progress monitor 5 Letter Sounds- only WIN group kids Math CFA- first official CFA 9/22/22
3. How will we respond when some students don't learn it?	MAZE (2 groups) - [redacted] Letter Sounds (3 groups) - [redacted] Week 6 W.I.N Groups 2nd grade W.I.N. Groups 22-23 New WIN group tracker: 2nd Grade WIN Group Tracker 2nd Grade Name & Need Document
4. How will we respond when some students already know it?	Extensions - stem tubs, prodigy, etc... Use 2nd grade field guides to look at TEKS scaffolding

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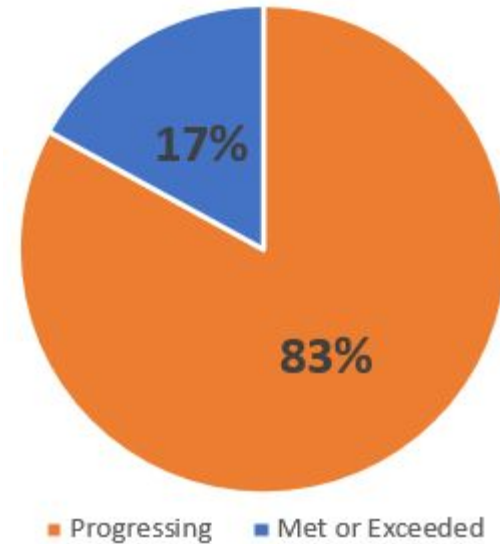
FOCUS ON RESULTS

We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.

Indicator	Initiating	Implementing	Developing	Sustaining
Collaborative teams work interdependently to achieve one or more SMART goals that impact student achievement. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal.	Teams have established annual SMART goals; however, goals do not drive the work of the collaborative team.	Teams have established annual SMART goals tied to student learning and work together to identify strategies for becoming more effective at achieving the goal.	Teams have established a series of short term goals and action steps to monitor their progress towards their SMART goal. The SMART goal drives the collaborative team process.	Teams take ownership of establishing short term and long term goals with action steps that guide the work of the collaborative team. Teams have a consistent process for monitoring their progress towards the attainment of the SMART goal. The recognition and celebration of efforts to achieve goals helps sustain the improvement process and keeps the focus on higher levels of student achievement.
Collaborative teams regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. They use that information to: *Respond to students who are experiencing difficulty *Extend the learning of students who are proficient *Inform and improve the individual and collective practice of members *Identify team professional development needs *Measure progress toward team goals	Some teachers analyze and use assessment results of team created common formative assessments. Some teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group.	Teams create and administer common formative assessments and analyze the results together. Most teachers see the value of sharing individual data rather than only looking at the aggregate performance of the group. Teams may not yet be using the analysis of results to inform or improve professional practice.	Teams collaborate to create common formatives, consistently analyze data, and group students based on results from recent assessment data. Teams have a system in place for tracking progress of interventions and extensions that is fluid and based on evidence of need. Students receive interventions and extensions on essential standards. Systems of intervention and extension focus on priority content areas identified at the campus and/or district level based on student data trends. Teams use the results to identify areas of success, areas of concern, and to discuss strategies for improving the results.	Data from team created common formative assessments is critical to the work of the team and consistently drives instructional decisions made by the team. Teachers use data to identify the strengths and weaknesses in their individual practice, improve their collective capacity to help all students learn, identify problematic areas in curriculum, and consistently provide targeted and systematic interventions and extensions.

**A Focus
on Results**

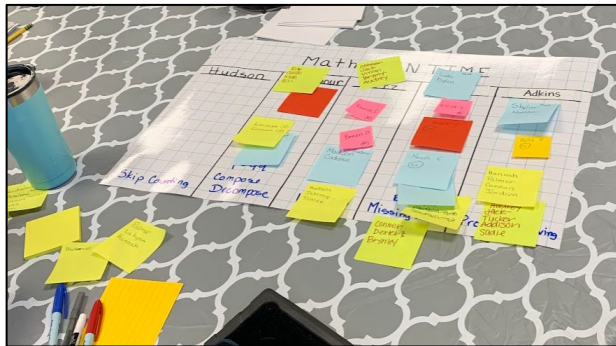
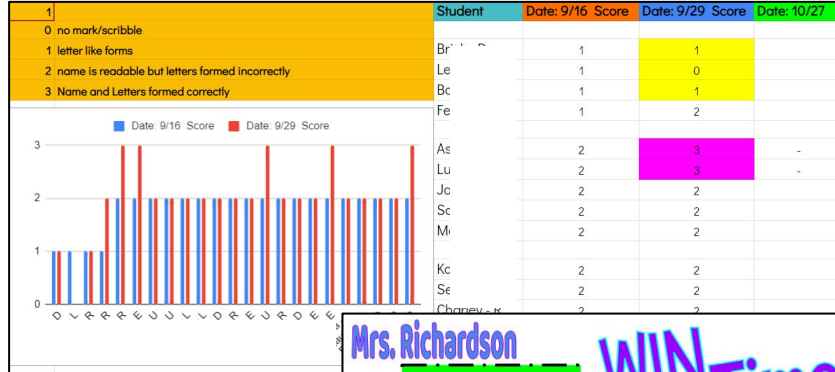
1st Grading Cycle



83

Goal: 85% Meet or Exceed

Focus on Results



Mrs. Richardson



As - R
Lu - E
Je n - U
Se r - U
M...ew - L

WIN Time

We Will:
-work towards recognizing our name
and independently writing our first
name.

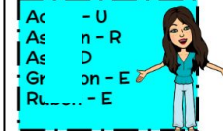
Mrs. Dougherty



Sof - L
Lau - L
Bra n - D
Car - R
Dav i - R

84

Mrs. Ellerbusch



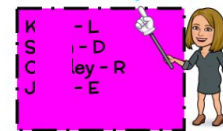
Ac - U
As n - R
As - D
Gr on - E
R... - E

Mrs. Urquidez



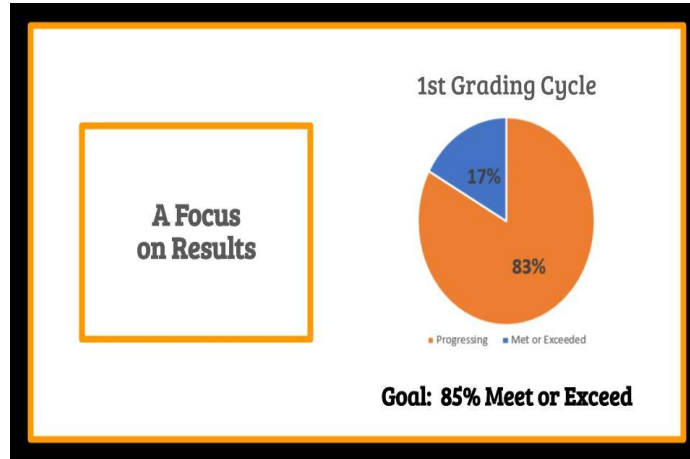
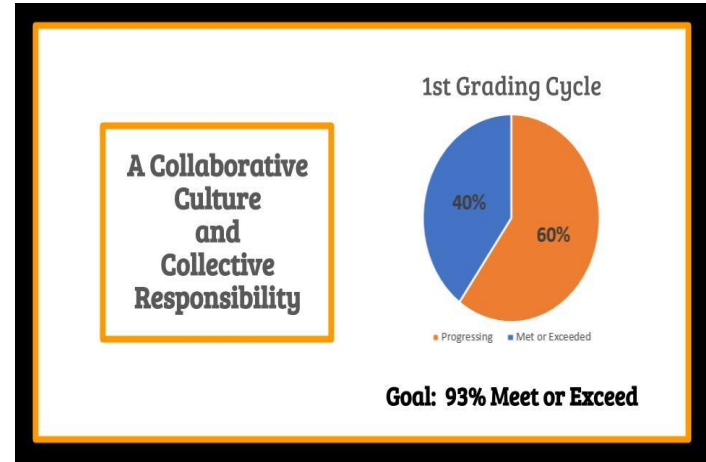
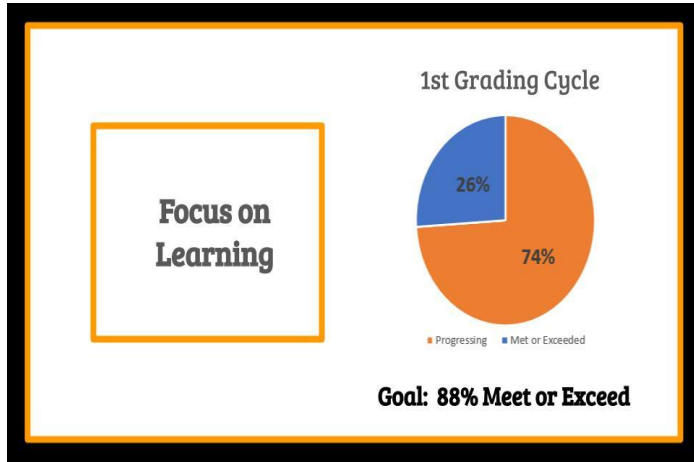
B - D
L L
B n - R
F - R

Mrs. LaRoque



K - L
S - D
C ley - R
J - E

Collaborative Team Ratings: Grading Cycle 1





AISD

Featured Collaborative Team

AISD Featured Collaborative Team

Coder Elementary 2nd Grade Team



Chelsea Curry



Ashley Fields



Ashley Filo



Beverly
Huddleston



Paige McCarthy



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 18, 2022

AGENDA ITEM: 2019 Bond Update

PRESENTER: Tyler Boswell, Director of Construction and Facilities

BACKGROUND INFORMATION:

- On November 5, 2019, voters in Aledo ISD approved the District's 2019 Bond Proposal.
- Each month, at the regular meeting of the Board of Trustees, District staff and/or the design/construction teams for the 2019 Bond projects will discuss with the Board the work, timeline, and progress on the projects. In addition, the District will have a bond progress website, which will contain information about the projects and their progress, frequently asked questions, materials and minutes from meetings of the Bond Progress Committee, and other relevant information. The bond progress website will be continually updated with information for community members to access.
- This evening we will update the Board of Trustees and Aledo ISD Community with the current status of implementation of the 2019 Bond Program.

FISCAL INFORMATION:

None

ATTACHMENTS:

2019 Bond Update for October 2022

ADMINISTRATIVE RECOMMENDATION:

None

ALEDO ISD 2019 BOND UPDATE



Board Meeting

October 18, 2022

ANNETTA ELEMENTARY SCHOOL COST SUMMARY TO DATE



Project: Annetta Elementary (Elementary School No. 6)

Grades: K-5

Capacity: 889

Bond 2019 Estimate: \$35,858,000.00

Revised Budget: \$38,878,000.00 (Includes costs for Learners Lane – NCTCOG Partnership)

Amount Obligated To Date: \$38,875,742.00

Phase Completion: **planning, design, procurement, construction**, warranty

Square Footage: 107,391

Date Open: August 2021

ANNETTA ELEMENTARY SCHOOL SCHEDULE UPDATE



- Schedule Update:
 - Temporary Certificate of Occupancy (TCO) Issued – 8-1-21
 - TCO extended until 10-31-22
 - Emergency transfer switch equipment delivery expected 10-14-22
 - Emergency transfer switch installation TBD (power off)
 - Expected closeout by 12-1-22

ALEDO MIDDLE SCHOOL COST SUMMARY TO DATE



Project: Aledo Middle School Expansion/Renovation

Grades: 6-8

Capacity: 1,449

Bond 2019 Estimate: \$33,446,000.00

Revised Budget: \$39,192,612.41

Amount Obligated To Date: \$39,190,049.04

Phase Completion: **planning, design, procurement, construction,** warranty

Square Footage: 183,927

Date Open: August 2022

ALEDO MIDDLE SCHOOL INTERIOR COURTYARD PROGRESS – 10-12-22



ALEDO MIDDLE SCHOOL CONNECTOR CORRIDOR PROGRESS – 10-12-22



ALEDO MIDDLE SCHOOL STAGE PROGRESS – 10-12-22



ALEDO MIDDLE SCHOOL
BEARCAT DEN PROGRESS – 10-12-22



ALEDO MIDDLE SCHOOL SCHEDULE UPDATE



- Schedule Update:
 - Landscaping and site work on-going
 - Athletics expected turnover 10-13-22*
 - Bearcat Den and Theater Arts move expected turnover 11-5-22
 - MPC gym floor repairs expected completion by 12-10-22
 - Connector corridor and interior courtyard expected turnover 12-1-22

*Athletic lockers have been delayed several times. Current ETA 12/1.

MCANALLY MIDDLE SCHOOL COST SUMMARY TO DATE



Project: McAnally Middle School (Middle School No. 2)

Grades: 6-8

Capacity: 1,449

Bond 2019 Estimate: \$62,501,000.00

Revised Budget: \$53,747,575.25

Amount Obligated To Date: \$53,679,914.09

Phase Completion: **planning, design, procurement, construction,** warranty

Square Footage: 181,009

Date Open: August 2022

MCANALLY MIDDLE SCHOOL
EXTERIOR COURTYARD PROGRESS – 10-13-22



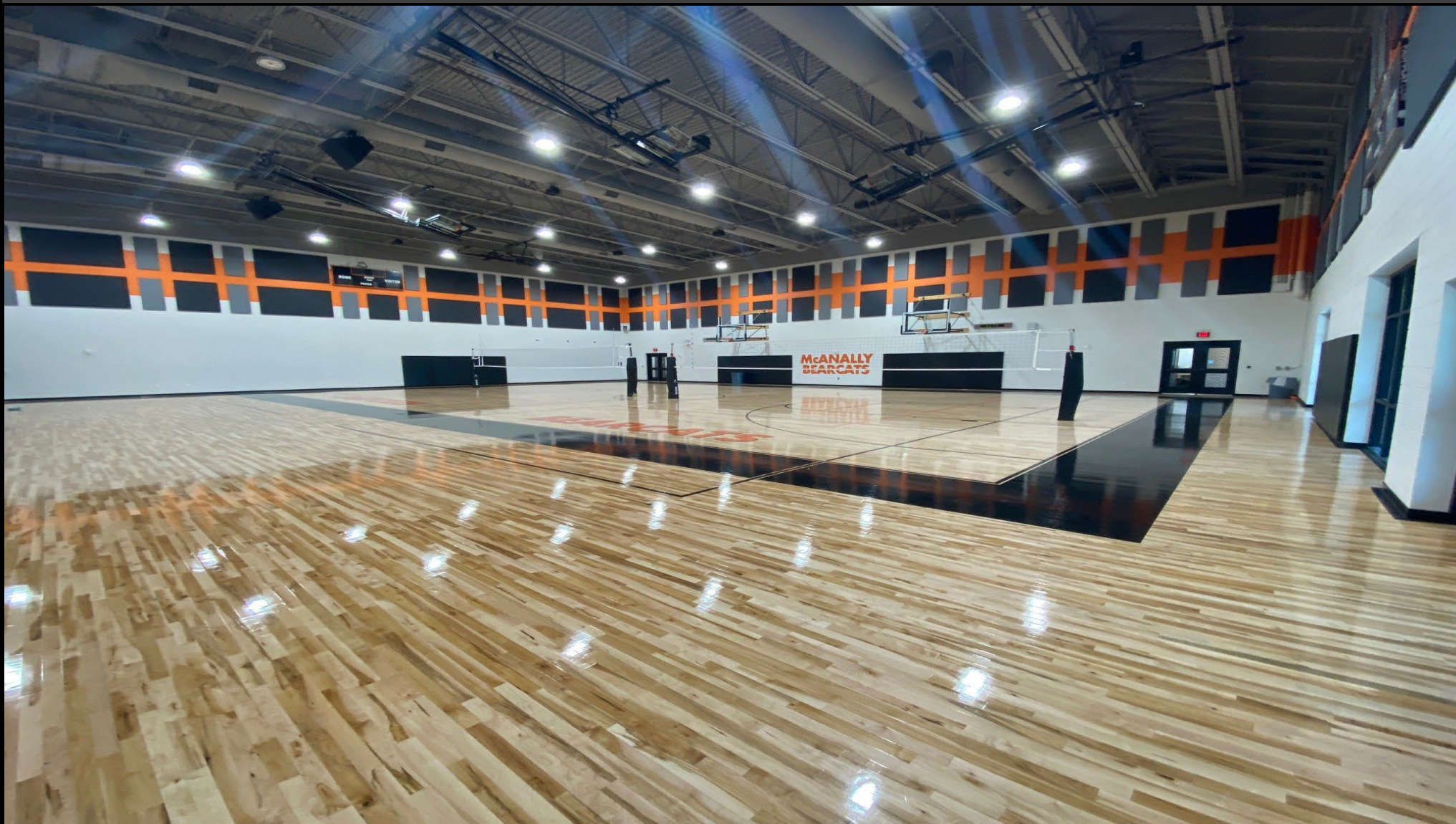
MCANALLY MIDDLE SCHOOL
EXTERIOR PROGRESS – 10-13-22



MCANALLY MIDDLE SCHOOL
ATHLETICS WEIGHT ROOM – 10-13-22



MCANALLY MIDDLE SCHOOL
COMPETITION GYM – 10-12-22



MCANALLY MIDDLE SCHOOL SCHEDULE UPDATE



- Schedule Update:
 - Gyms ready for competition by 10-31-22*
 - Punch work on-going
 - Site work on-going
 - Substantial completion by 12-1-22

*Athletic lockers have been delayed several times. Current ETA 12/1.

VANDAGRIFF ELEMENTARY SCHOOL COST SUMMARY TO DATE



Project: McAnally Intermediate Conversion to Elementary School

Grades: K-5

Capacity: 800

Bond 2019 Estimate: \$9,611,000.00

Revised Budget: \$10,666,567.57

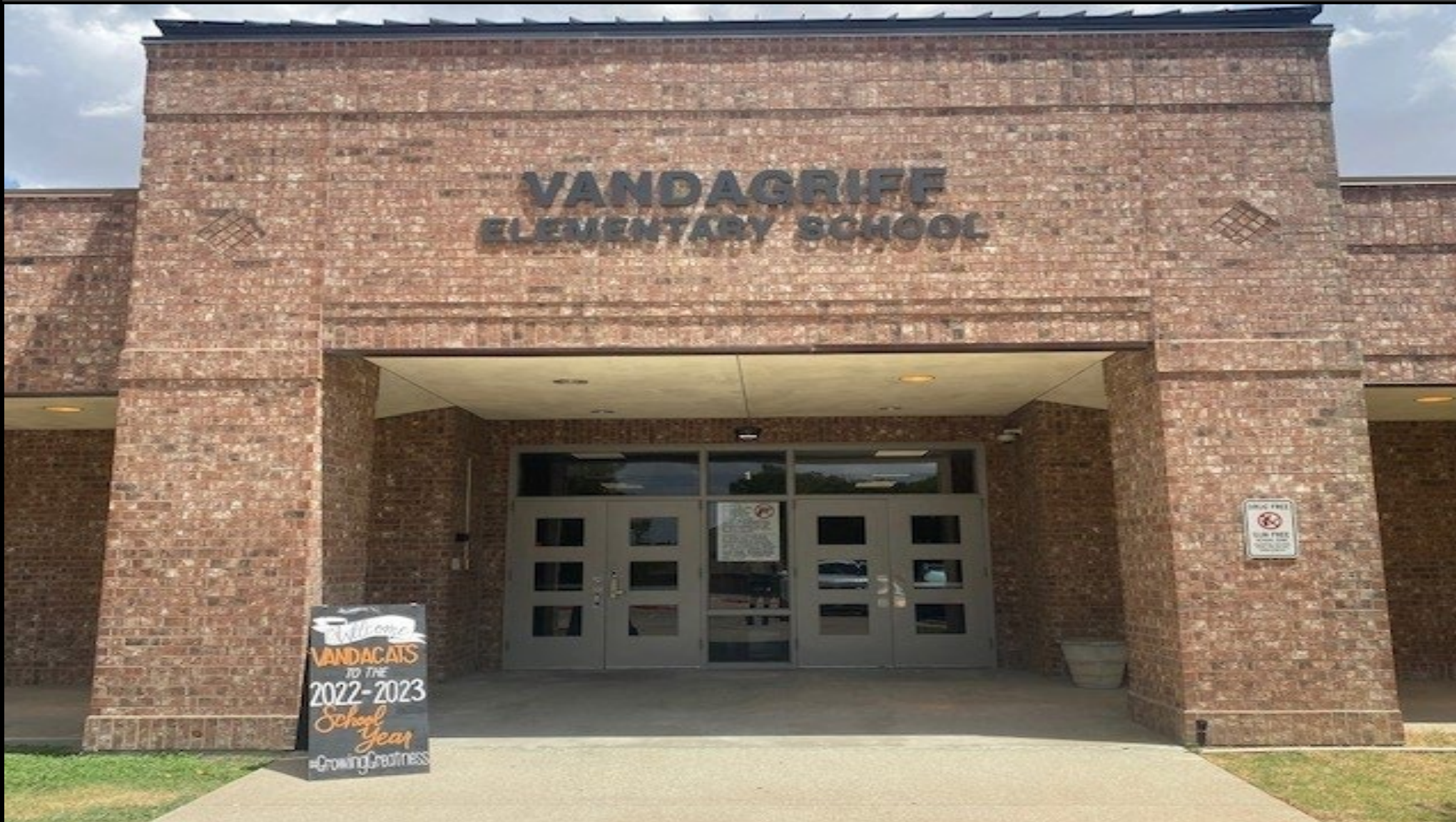
Amount Obligated To Date: \$10,665,092.83

Phase Completion: **planning, design, procurement, construction,** warranty

Square Footage: 103,866

Date Open: August 2022

VANDAGRIFF ELEMENTARY SCHOOL NEW EXTERIOR SIGNAGE - 8-1-22



VANDAGRIFF ELEMENTARY SCHOOL

SCHEDULE UPDATE



- Schedule Update:
 - Punch work wrapping up over Fall Break
 - Closeout process on-going – expected final closeout by 11-1-22

EARLY CHILDHOOD ACADEMY (ECA)
COST SUMMARY TO DATE



Project: Vandagriff Elementary Conversion to Elementary School

Grades: 1-4 Employee Daycare, Pre-K, Walk-in SPED, Itinerant Offices

Capacity: TBD

Bond 2019 Estimate: \$1,709,000.00

Revised Budget: \$2,053,891.87

Amount Obligated To Date: \$2,052,561.98

Phase Completion: **planning, design, procurement, construction, warranty**

Square Footage: 53,003

Date Open: August 2022

EARLY CHILDHOOD ACADEMY (ECA) SCHEDULE UPDATE



- Schedule Update:
 - Project Closed out on 9-29-22
 - Playground equipment installation scheduled for end of November

QUESTIONS?



Questions?



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 18, 2022

AGENDA ITEM: Aledo ISD Legislative Priorities, 88th Legislative Session

PRESENTER: Legislative Subcommittee, Jessica Brown, David Lear, and Forrest Collins; Susan K Bohn, Superintendent

BACKGROUND INFORMATION:

At the August 20th, 2018 regular Board meeting, the Board of Trustees created the Board Legislative Subcommittee. The committee provides reports about laws, policies, and activities by our state and federal lawmakers that may impact Aledo ISD. The committee has also worked to construct Aledo ISD's legislative priorities, and will lead the Board in identifying and participating in opportunities for Board members to advocate for the needs of AISD's students, staff, and community.

The 88th Texas Legislative session convenes in January 2023, and the Board Legislative Subcommittee has begun to construct Aledo ISD Legislative Priorities for the session. The Board and Administration will discuss the priorities and the plan of action for advocacy on behalf of the students, staff, and community of Aledo ISD during the session.

The Board is expected to consider approving the Aledo ISD Legislative Priorities for the 88th Legislative session at the November 14, 2022 Regular Board meeting.

FISCAL INFORMATION:

None

ATTACHMENTS:

None

ADMINISTRATIVE RECOMMENDATION:

None- communication item only



ALEDO ISD BOARD MEETING TEMPLATE

MEETING DATE: October 18, 2022

AGENDA ITEM: Consider Approval of Purchase of Technology Annual License and Warranty Renewals

PRESENTER: Brooks Moore, Director of Technology and Earl Husfeld, Chief Financial Officer

BACKGROUND INFORMATION:

- Per Board Policy CH (Local), any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.
- As we discussed with you during the September 19, 2022 board meeting, the District has historically carried both hardware and software warranty agreements (SmartNet) with Cisco Systems in order to maintain a healthy network. Hardware included in these agreements are network switches, routers, wireless access points, servers, and voice over IP telephones. Software items include network security applications (Identity Service Engine), voice (Flex VoIP), and collaboration applications (Webex).
- The District also utilizes other software applications that require an annual licensing renewal. The cumulative total of these items exceeds \$50,000 to the preferred vendor, CDW·G LLC.
 - Microsoft – Aledo ISD uses Microsoft software throughout the District on both staff and student computers and in the datacenter on district servers.
 - APC – Aledo ISD utilizes uninterrupted power supplies (UPS) throughout the District to protect critical network infrastructure. This renewal covers both hardware and management software.
 - TeamViewer – Remote management software used to support teacher and staff computers.

FISCAL INFORMATION:

The total cost of these items is \$181,805.74 and will be paid from budgeted funds in General Fund 199.

ATTACHMENTS:

Purchases/Quotes for Consideration/Approval and Quotes from Netsync and CDW·G LLC.

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends the Board of Trustees approve the purchase of technology annual license and warranty renewals as presented.

**ALEDO INDEPENDENT SCHOOL DISTRICT
PURCHASES/QUOTES FOR CONSIDERATION/APPROVAL
October 18, 2022**

BID/COOPERATIVE	DESCRIPTION/FUNDING SOURCE	AMOUNT	RECOMMENDED VENDOR(S)
	Annual Technology License and Warranty Renewals (General Fund 199):		
State of Texas DIR	Cisco Hardware Warranty and Software Renewals	\$111,829.22	1. Netsync
TIPS Technology Solutions Products and Services	Microsoft Licensing Renewal	\$40,808.83	1. CDW·G LLC
TIPS Technology Solutions Products and Services	APC Datacenter Hardware Renewal	\$18,652.00	1. CDW·G LLC
TIPS Technology Solutions Products and Services	TeamViewer Renewal	\$10,515.69	1. CDW·G LLC

Quote #:	AAAQ377288
Date:	10/11/2022
Valid for:	30 Days

Sell To Contact	Inside Sales	Account Manager
Aledo ISD bmoore@aledoisd.org 817.441.5184	Timothy Fain tfain@netsync.com 512-762-1365	Kristy L Dice kdice@netsync.com

Please send purchase order to: PO@netsync.com

Line #	Part	Description	Qty	Unit Price	Ext Price
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Main Site Sub Total 111,829.22

2022 Smartnet Renewal - Term: 11/02/2022-11/01/2023

1.0	2022SMARTNET	Cisco Smartnet Renewal - As per CCW-R Quote 421472552 Duration: 1.00 Years	1	27,914.90	27,914.90
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2022 HyperFlex Data Platform (HXDP) - Term: 11/02/2022-11/01/2023

2.0	HXDP-M5-SW-SUITE	Cisco HyperFlex M5 Data Platform Software Suite	1	0.00	0.00
2.1.0	HXDP-M5-SW	HyperFlex Data Platform M5 Software	1	0.00	0.00
2.1.1.0	HXDP-M5-DC-AD	HyperFlex Data Platform M5 Datacenter Advantage Unit Price: 381.34 Each per Month Duration: 1 Years, Billing Frequency: Prepaid	4	4,576.08	18,304.32
2.1.2.0	SVS-DCM-SUPT-BAS	Basic Support for DCM	1	0.00	0.00
2.2.0	DC-MGT-OPTOUT	Intersight Opt Out	1	0.00	0.00
2.2.1.0	OPTOUT-OWN-LIC	License not needed: Customer already owns License	1	0.00	0.00

Cisco Flex Plan Calling and Webex - Annual Billing Year 2 of 3

3.0	A-FLEX-3-EDU	Flex 3.0 for Education	1	0.00	0.00
3.1.0	A-FLEX-EA-MPL-E-K	EA Cloud Meetings with EA On Prem Calling for K-12 YEAR 2 of 3 YEARS, Billing Frequency: Yearly Unit Price: 2.43 Each per Month Duration: 3 Years, Billing Frequency: Yearly	750	87.48	65,610.00
3.2.0	A-FLEX-P-CA	Common Area Smart License (1)	375	0.00	0.00
3.3.0	A-AUD-EDU-VOIP	Included VoIP for Education	1	0.00	0.00
3.4.0	SVS-FLEX-SUPT-BAS	Basic Support for Flex Plan	1	0.00	0.00
3.5.0	A-FLEX-EA-E-K-STU	EA Students for K-12	7000	0.00	0.00
3.6.0	A-FLEX-SRST-E	SRST Endpoints (1)	1500	0.00	0.00
3.7.0	A-FLEX-FILESTG-ENT	File Storage Entitlement	158000	0.00	0.00
3.8.0	A-FLEX-PROPACK-ENT	Pro Pack for Cisco Control Hub Entitlement	900	0.00	0.00
3.9.0	A-FLEX-SW-12.5-K9	On-Premises SW Bundle v12.5 (1)	1	0.00	0.00
3.10.0	A-FLEX-P-UCXN	Unity Connection Smart License (1)	1275	0.00	0.00
3.11.0	A-FLEX-C-DEV-ENT	Cloud Device Registration Entitlement	900	0.00	0.00
3.12.0	A-FLEX-EXP-RMS	Expressway Rich Media Session (1)	150	0.00	0.00
3.13.0	A-FLEX-P-ER	Emergency Responder Smart License (1)	2250	0.00	0.00
3.14.0	A-FLEX-P-ACC	Access Smart License (1)	150	0.00	0.00
3.15.0	A-FLEX-SME-S	Session Manager (1)	1	0.00	0.00
3.16.0	A-FLEX-P-EA	On-Premises Smart License - EA (1)	900	0.00	0.00
3.17.0	A-FLEX-EXP-PAK	Expressway Product Authorization Key (1)	1	0.00	0.00
3.18.0	A-FLEX-WXA-MTG-ENT	Webex Assistant for Meetings Entitlement	900	0.00	0.00
3.19.0	A-FLEX-NBR-STG	Webex Cloud Recording Storage Entitlement	37500	0.00	0.00
3.20.0	A-FLEX-MSG-ENT	Messaging Entitlement	7900	0.00	0.00

NETSYNC

2500 West Loop South, Ste.
410/510
Houston, TX 77027 USA
713.218.5000

QUOTE

AAAQ377288

Quote #:	AAAQ377288
Date:	10/11/2022
Valid for:	30 Days

Line #	Part	Description	Qty	Unit Price	Ext Price
3.21.0	A-FLEX-MSUITE-FAC	Cloud Meetings Entitlement for Faculty/Staff	900	0.00	0.00
3.22.0	A-AUD-TOLLDIALIN	Meetings Toll Dial-In Audio (1)	750	0.00	0.00
3.23.0	A-AUD-EDGEAUD-USER	Webex Edge Audio (1)	750	0.00	0.00

Notes: 220045934-141076-05

Combined - Smartnet, HyperFlex, Webex

Cisco Systems TX | DIR-TSO-4167

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Total	111,829.22
Tax/Vat	0.00
Shipping	0.00
Grand Total USD	111,829.22

QUOTE CONFIRMATION



DEAR BROOKS MOORE,

Thank you for considering CDW•G LLC for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
MXQT988	8/26/2022	MXQT988	4039233	\$40,808.83

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Microsoft 365 A3 - subscription license (1 month) - 1 user Mfg. Part#: AAD-38392-12mo UNSPSC: 43231513 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	680	5419408	\$54.01	\$36,726.80
Microsoft 365 A3 - subscription license - 1 user Mfg. Part#: AAD-38397-A-12mo UNSPSC: 43231513 Electronic distribution - NO MEDIA Contract: MARKET	21720	5419375	\$0.00	\$0.00
Microsoft Project Online Professional - subscription license - 1 user Mfg. Part#: 7MA-00001-12MO UNSPSC: 43231507 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	1	4304049	\$66.07	\$66.07
Microsoft SQL Server Standard Core Edition License & Software Assurance Mfg. Part#: 7NQ-00302 UNSPSC: 43232304 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	2	2670099	\$337.35	\$674.70
Microsoft Windows Server Datacenter Edition - license & software assurance Mfg. Part#: 9EA-00039 UNSPSC: 43233004 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	76	4325198	\$43.59	\$3,312.84
Microsoft Visio Pro for Office 365 (Plan A2) - subscription license - 1 use Mfg. Part#: P4U-00001-12MO UNSPSC: 43231507 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	1	2968438	\$28.42	\$28.42

PURCHASER BILLING INFO	115	SUBTOTAL	\$40,808.83
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Billing Address: ALEDO INDEPENDENT SCHOOL DISTRICT ACCOUNTS PAYABLES 1008 BAILEY RANCH RD ALEDO, TX 76008-3110 Phone: (817) 441-5176 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$40,808.83
DELIVER TO Shipping Address: ALEDO INDEPENDENT SCHOOL DISTRICT 1 DEAN DR ALEDO, TX 76008-3100 Phone: 817441832 Shipping Method: ELECTRONIC DISTRIBUTION	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Need Assistance? CDW•G LLC SALES CONTACT INFORMATION

	CDW Account Team - Corey and Becky	(866) 222-9713	coreyandbecky@cdw.com
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LEASE OPTIONS			
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$40,808.83	\$1,103.88/Month	\$40,808.83	\$1,272.01/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.
- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
- Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

This quote is not legally binding and is for discussion purposes only. The rates are estimate only and are based on a collection of industry data from numerous sources. All rates and financial quotes are subject to final review, approval, and documentation by our leasing partners. Payments above exclude all applicable taxes. Financing is subject to credit approval and review of final equipment and services configuration. Fair Market Value leases are structured with the assumption that the equipment has a residual value at the end of the lease term.

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
 For more information, contact a CDW account manager

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QUOTE CONFIRMATION



DEAR BROOKS MOORE,

Thank you for considering CDW•G LLC for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
NBCT197	10/11/2022	SERVICE CONTRACT	4039233	\$18,652.00

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
APC Advantage Ultra Service Plan - extended service agreement - 1 year - on Mfg. Part#: WADVULTRA-AX-41 UNSPSC: 81111811 Contract: TIPS Technology Solutions Products and Services (200105)	1	1815077	\$4,090.00	\$4,090.00
APC EcoStruxure Asset Advisor Service Upgrade to Factory Warranty or Existi Mfg. Part#: WUPGEAA-AX-00 UNSPSC: 81111811 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	2	5757996	\$142.00	\$284.00
APC Advantage Ultra Service Plan - extended service agreement - 1 year - on Mfg. Part#: WADVULTRA-AX-41 UNSPSC: 81111811 Contract: TIPS Technology Solutions Products and Services (200105)	1	1815077	\$4,090.00	\$4,090.00
APC EcoStruxure Asset Advisor Plus Predict Service Upgrade to Factory Warra Mfg. Part#: WUPGEAAPLUS-UG-01 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	2	6531633	\$294.00	\$588.00
APC Advantage Ultra Service Plan - extended service agreement - 1 year - on Mfg. Part#: WADVULTRAM-PX-24 UNSPSC: 81112307 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	2	4593396	\$4,800.00	\$9,600.00

PURCHASER BILLING INFO	SUBTOTAL	\$18,652.00
Billing Address: ALEDO INDEPENDENT SCHOOL DISTRICT ACCOUNTS PAYABLES 1008 BAILEY RANCH RD ALEDO, TX 76008-3110 Phone: (817) 441-5176 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$18,652.00
	DELIVER TO	Please remit payments to:

Shipping Address:
 ALEDO INDEPENDENT SCHOOL DISTRICT
 BROOKS MOORE
 1 DEAN DR
 ALEDO, TX 76008-3100
Phone: 817441832
Shipping Method: DROP SHIP-GROUND

CDW Government
 75 Remittance Drive
 Suite 1515
 Chicago, IL 60675-1515

Need Assistance? CDW•G LLC SALES CONTACT INFORMATION



CDW Account Team - Corey
 and Becky

(866) 222-9713

coreyandbecky@cdw.com

LEASE OPTIONS

FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$18,652.00	\$510.88/Month	\$18,652.00	\$587.16/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.
- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
- Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

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QUOTE CONFIRMATION



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QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
NBCX855	10/11/2022	TEAMVIEWER	4039233	\$10,515.69

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
TeamViewer Tensor Basic - subscription license (1 year) - 1 license Mfg. Part#: TVT0010 Electronic distribution - NO MEDIA Contract: MARKET	1	6791825	\$0.00	\$0.00
TeamViewer Tensor - license - 1 additional agent Mfg. Part#: TVTAD003 Electronic distribution - NO MEDIA Contract: TIPS Technology Solutions Products and Services (200105)	9	6780583	\$1,168.41	\$10,515.69

PURCHASER BILLING INFO	SUBTOTAL	\$10,515.69
Billing Address: ALEDO INDEPENDENT SCHOOL DISTRICT ACCOUNTS PAYABLES 1008 BAILEY RANCH RD ALEDO, TX 76008-3110 Phone: (817) 441-5176 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	SALES TAX	\$0.00
	GRAND TOTAL	\$10,515.69
	DELIVER TO Shipping Address: ALEDO INDEPENDENT SCHOOL DISTRICT BROOKS MOORE 1 DEAN DR ALEDO, TX 76008-3100 Phone: 817441832 Shipping Method: ELECTRONIC DISTRIBUTION	
Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515		

Need Assistance? CDW•G LLC SALES CONTACT INFORMATION

	CDW Account Team - Corey and Becky		(866) 222-9713		coreyandbecky@cdw.com
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LEASE OPTIONS			
FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$10,515.69	\$295.39/Month	\$10,515.69	\$337.45/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

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- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.

- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
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For more information, contact a CDW account manager

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Aledo Independent School District

District Improvement Plan

2022-2023



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Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo ISD is a pre-K through grade 12 school district located in Parker and Tarrant counties. There are 12 campuses (2022-2023) in the district consisting of one early childhood campus for Pre-Kindergarten, six elementary campuses for Kindergarten through grade 5; two middle schools, grades 6-8; one 9th-grade campus, one high school, grades 10-12; and one alternative campus.

The district has three Title I elementary campuses: Annetta, Coder, and Walsh. Our total student enrollment for the 2021-2022 school year was 7,368. Our projected enrollment for the 2022-2023 school year is 8,021.

The student population for the Fall of 2021 was ethnically represented as follows:

- African American – 1.59%
- Hispanic - 17.22%
- Caucasian - 75.75%
- Native American - 0.26%
- Asian - 0.92%
- Hawaiian/Pacific Islander - 0.00%
- Two or more ethnicities - 4.26%

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The teacher population for the Fall of 2021 was ethnically represented as follows:

- African American – .5%
- Hispanic - 3.4%
- Caucasian - 94.6%
- Native American - 0.2%
- Asian - 0.2%
- Hawaiian/Pacific Islander - 0.00%
- Two or more ethnicities - .1%

For the 2021-2022 school year, 13.23% of the student population was Economically Disadvantaged, 2.74% Limited English Proficient (LEP), 20.72% At-Risk, 10.37% Special Education, and 6.07% Gifted and Talented. The district served 28 immigrant students during the school year. We served 28 homeless students, which was no change from the previous year. The district also served 15 students in foster care. There were 11 students reported as dropouts.

During the 2021-2022 school year, the district had a total (full-time and part-time) of 828 staff members to include teachers, professional support, campus administration, and central office administration.

From 2016 to 2021, Aledo ISD student enrollment increased by 26.1%. Our projected five-year growth is 59.8% (2022-2023 projected enrollment is 8,021 students, 2027-2028 projected enrollment is 12,821 students), an increase of 4,800 students.

Demographics Strengths

- Community involvement and support
- Parental involvement
- Additional teaching staff and other faculty members to accommodate student enrollment rates

Needs:

- Continue planning for accelerated student growth with regard to district facilities and staff

Student Achievement

Student Achievement Summary

For the 2021-2022 school year, Aledo ISD, Annetta Elementary, Coder Elementary, McCall Elementary, Stuard Elementary, Vandagriff Elementary, Walsh Elementary, McAnally Intermediate, Aledo Middle School, Daniel Ninth Grade Campus, and Aledo High School received the following accountability ratings and distinction designations from TEA.

AISD Ratings

Entity	2022 Rating
Aledo ISD	A
Annetta	B
Coder	A
Stuard	A
McCall	A
Vandagriff	A
Walsh	A
McAnally	B
AMS	B
D9GC	A
AHS	A

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Distinction Designations

- DNGC-ELA/Reading; Science
- Vandagriff-Closing the Gaps
- Coder-Science; Postsecondary Readiness; Closing the Gaps
- Stuard-ELA/Reading; Science; Academic Growth; Postsecondary Readiness; Closing the Gaps
- McCall-Academic Growth; Closing the Gaps
- Walsh-Science; Postsecondary Readiness; Closing the Gaps
- Annetta-ELA/Reading; Mathematics

Common assessments were administered in the four core areas (math, reading, science, and social studies) every grading period. Students were provided intensive interventions such as tutorials (before, during and after school, and summer school) and differentiated instruction; transportation was provided for students attending tutorials and summer school.

Additional data sources include the following: Circle Progress Monitoring (PK), DRA (K-2), mCLASS Texas (K-2), IXL Math Diagnostic (K-2), MAP Growth (3-10), grade reports, teacher input, observations, RtI referrals, and on-going skill assessments.

Early Childhood Reading (2022 BOY/EOY of the Year)			Early Childhood Math (2022 BOY/EOY of the Year)	
Grade	Measure	% on Track at BOY/EOY	Measure	% on Track at BOY/EOY
PK	CLI Engage	93%/91%	CLI Engage	91%/98%
K	mCLASS	51%/87%	IXL Math	61%/91%
1	mCLASS	71%/84%	IXL Math	83%/91%

	Early Childhood Reading (2022 BOY/EOY of the Year)		Early Childhood Math (2022 BOY/EOY of the Year)	
2	mCLASS	70%/74%	IXL	77%/81%

3-8 STAAR 2022(Approaches %)					EOC 2022				
Grade	Reading	Math	Science	SS	Alg I	Eng I	Eng II	Bio	US His
3	94%	90%							
4	92%	93%							
5	91%	91%	85%						
6	87%	93%			91%	88%	88%	98%	97%
7	92%	69%							
8	92%	86%	88%	81%					

Beginning in 2021-2022, the 7th grade advanced math course curriculum was adjusted to have a heavier emphasis on the 8th grade math standards; therefore, students in the 7th grade advanced math course took the 8th grade STAAR test instead of the 7th grade STAAR test.

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

Advanced Academics

Increase of 39.8% of students identified as Gifted and Talented from 2020-2021 to 2021-2022.

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Class of 2022:

- 2 National Merit Scholars
- 6 National Merit Commended Scholars
- 38 College Board Recognition Program Scholars
- 96 Advanced Placement Scholars
- 72% of exams given at AHS earned a score of 3, 4, or 5
- 51% of exams given at DNG earned a score of 3, 4, or 5
- Average SAT score is 1010
- Average ACT score is 23.8

CTE Honors 2021-22

New Career & Technical Education (CTE) courses added in 22-23

- Fundamentals of Computer Science in 7th grade
- Python coding
- Tech Integration for 6th grade that includes Python coding
- Exploratory AG for 6th and 7th grade
- Graphic Design w/lab for AHS

Health Science

- 35 students earned a CERTIFIED CLINICAL MEDICAL ASSISTANT
- 20 students earned the additional PHLEBOTOMY certification
- 20 students earned the additional EKG certification
- 88 students earned a BLS / CPR certification
- Health Occupations Student Assoc. (HOSA) Competition-
- 87 online testing
- 61 students competed in Area competitions.
- 23 students competed in medical assisting, nursing assisting, HOSA bowl, clinical nursing, public health

Business

- 57 students earned a MOS WORD certification
- 36 students earned a MOS EXCEL
- 55 students earned a MOS POWERPOINT
- Business Professionals of America (BPA)

AG Plant Science

- 19 students earned a LEVEL 1 FLORAL

AG Animal Science

- 6 students earned a Vet Assistant Certification

AG Mech

- 62 Students earned a WELDING D9.1

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FFA

- Leadership Development Events (LDEs)- 12 district teams, 6 area teams, and 2 state teams (1 top ten team)
- Career Development Events (CDEs)- 11 area teams and 5 state teams (2 top ten teams)
- Speaking Development Events (SDEs)– 3 district speakers, 3 area speakers
- Agriscience Fair- 9 state projects, 4 state champions, and national qualifiers
- Livestock Participants- 61 students
- Ag Mechanics Projects– 9 projects
- Certifications– 29
- Contest Attended– 37
- Degrees Awarded— 56
- Star Awards- 1 area finalist
- Community service projects– 7
- Ford Leadership Scholars– 2
- National Chapter Award– 3-star chapter
- Texas FFA Ambassadors– 2
- Texas FFA \$10,000 Scholarship Recipients– 2

Graphic Design

- 58 students earned an ADOBE PHOTOSHOP
- 35 students earned an ADOBE ILLUSTRATOR

- 3 students earned an ADOBE PREMIERE
- 3 students earned an ADOBE INDESIGN

Cosmetology

- 1 student earned a state COSMETOLOGY operator license

Robotics

- 4 Robotics Teams: Team 20325, Team 13811, Team 6566, Team 9161
- Hosted our qualifier tournament in January with 21 schools competing.
- Team 20325 - Earned Advancement to Super Qualifier – Hedrick Super Qualifier
- Team 13811- Earned Advancement to Super Qualifier – Hedrick Super Qualifier
- Team 6566 - Earned Advancement to Regional Championship &- Earned Advancement to UIL State Championship in Houston
- Combined for a total of:

4- 1st place Awards: Motivate, Innovate, Think,
 5- 2nd place Awards: Connect, Design, Inspire, Innovate
 3- 3rd place Awards: Motivate, Inspire

Journalism / Student Media

National

- Columbia Scholastic Press Association, Gold Crown Winner, Gold Medalist Critique, All-Columbian Honors in Visual I Awards
- 7- 1st Place Awards, Photo Portfolio, Sports Action Photo “Hanging on” , Organization Spread “Thrill the Crowd”, Academic Writing “New Network”
- 3- 3rd Place, Academics Spread “Welding Way”, Index and Photo Illustration “Winter”
- Journalism Education Association/National Scholastic Press Association
- Pacemaker Winner
- All-American Rating
- Mark of Distinctions for Essentials, Coverage, Design, Photography
- Fifth Place Best in Show 384+ pages
- 2- NSPA Photo of the Year Finalist, Sports Feature Honorable Mention- Sports Action Honorable Mention
- 10 students make NSPA Honor Roll

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Quill and Scroll International Honor Society for Scholastic Journalists Yearbook Excellence Contest

- 3- 1st Place, Academics Spread, Headline, Sports Action
- 1- 2nd Place, Clubs Spread, 1- HM, Personality Profile

Walsworth Publishing Photo Contest

- 2- Honorable Mention, Academics Photo and Portrait Photo

State:

- Texas Association of Journalism Educators’ Fall Fiesta
- Ledoian - 1st Place 5A Best in Show
- Catalyst Literary Magazine - 1st Place Best in Show
- Cat’s Eye News - Honorable Mention Best in Show

Fall Fiesta Individual Awards:

- 2- Superior Awards “Convention” Photo and “Old” Photo, 1-Excellent “Fall” Photo
- 6 Honorable Mention Awards: Yearbook Copy, “Old” Photo, “Framing” and “Spice” Photo, “Framing” Photo

Best in Texas Results

- Staff - Superior, Theme Development, Staff - Superior, Student-Designed Cover
- Staff - Excellent, Captions, Staff - HM, Headlines
- 13 Superior Awards: Theme Copy, Organizations Copy, People Copy, Student Life Spread, Academics Spread, Organizations Spread, Sports Spread, People Spread, Infographics, Sports Feature Photo, Design Portfolio, Story Portfolio
- 9 -Excellent Awards: Academics Copy, Title Page Design, Dividers, Student Life Photo, Sports Action Photo, Portrait, Sports Copy
- 5 HM Awards: Student Designed End sheet, Alt Copy, Human Interest Photo, Photo Portfolio, Student Life Copy

Interscholastic League Press Conference (ILPC) Spring Awards

- Gold Star Winner
- Tops in Texas
- Personality Profile, Sports Action Photo, Portrait Photo

Individual Achievement Awards

Staff - 1st Place, Captions

- 8- 1st Place Awards: Student Life Photo, Portrait, Sports Spread, Academics Spread, Clubs Spread, Personality Profile, Sports Action Photo
- 6- 2nd Place Awards: Feature Spread, Student Life Feature Story, Blended Coverage Spread, Portrait, Academic Feature Story, Photo Portfolio

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Staff - 3rd Place, Index

- 6- 3rd place Awards: Infographic, Sports Feature Story, Clubs Feature Story, Sports Feature Photo, Personality Profile
- 10 HM Awards: Theme, Staff - HM, Headlines, Feature Spread, Sports Spread, People Section Spread, Infographic, Student Life Feature Story, Academic Feature Story, Sports Feature Story, Sports Feature Photo

UIL Cen-TX Invitational Meet

- 1st Place, Feature, 2nd Place, Copy Editing, 2- 3rd Place Awards: Feature, Editorial

UIL District Meet

- First Place Journalism Team
- 1st place, Feature, 1st place, Editorial, 1st place, News
- 3rd place, Editorial, 4th place, Copy Editing, 5th place, Feature, 5th place, News, 6th place, Copy Editing

UIL Regional Meet

- 2nd Place Journalism Team, 1st place, Copy Editing, 2nd place, Editorial, 2nd place, Feature, 6th place, Editorial

AISD District -

- Overall, 515 students earned an Industry Based Certification (IBC)

- 33% of 2022 Seniors graduated with at least one IBC – State Average 16%

Athletic Honors 2021-22

Baseball

- Record: 29-12
- District Champions
- Bi-District and Area Champions
- Regional Finalist
- Academic All-District: 9
- Academic All-State: 3

Basketball

Girls

- Record: 14-17
- Bi-District Qualifier
- Academic All-District: 10
- Academic All-State: 2

Boys

- Record: 14-20
- District Runner-Up
- Academic All-District: 10
- Academic All-State: 9

Cross Country

Boys

- District Team Champion
- Regional Team Qualifier
- State Team Qualifier
- Academic All-State: 4

Girls

- District Team Champion
- Regional Team Qualifier
- Academic All-State: 6

Football

- Record: 12-1
- District 5-5A Division II Champions
- Bi-District and Area Champions

- Regional Finalist
- Academic All-District: 32
- Academic All-State: 14

Golf

Girls

- District Team Champions
- Individual District Runner-Up
- Regional Team Champions
- State Team Qualifiers

Boys

- District Team Champions
- Individual District Runner-Up
- Regional Team Qualifiers
- State Team Qualifiers

Powerlifting

Boys

- Regional Qualifiers: 5

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Girls (Inaugural Season)

- Regional Qualifiers: 11
- State Qualifiers: 3

Soccer

Girls

- Record: 11-8-2
- Bi-District Finalist
- Academic All-District: 17
- Academic All-State: 8

Boys

- Record: 7-14-1
- Bi-District Qualifiers
- Academic All-District: 16
- Academic All-State: 4

Softball

- Record: 33-3
- District Champions (Undefeated)
- Bi-District, Area and Regional Champions
- State Semifinalists
- Academic All-District: 20
- Academic All-State: 4
- All State Team: 4

Swimming

- Individual District Champions: 3
- Relay District Champions: 2
- Individual Regional Champion: 1
- Regional Qualifiers: 2 individual and 3 relays
- State Qualifiers: 2 individual and 2 relays

Tennis

Team

- Record: 10-5
- Regional Quarterfinalist

Girls

- Doubles District Champion; Regional Third Place
- Regional Qualifiers: 2

Boys

- Doubles District Champion; Regional Qualifiers
- Regional Qualifiers: 2
- Academic All-State: 3

Track and Field

Girls

- District Team Champion
- Individual District Champion: 3
- Area Team Champion
- Regional Qualifiers: 15
- Individual Regional Champion: 3
- Individual State Qualifiers: 2
- Academic All-State: 3

Boys

- District Team Champion
- Individual District Champion: 10 and 3 Relay Team
- Area Team Champion
- Individual Area Champion: 1 and 1 relay
- Regional Qualifiers: 16
- Individual State Qualifiers: 1 Relay Team
- Academic All-State: 3

Volleyball

- Record: 26-15
- Co-District Champion
- Bi-District Finalist
- Academic All-District: 8
- Academic All-State: 1

Wrestling (Inaugural Season)

Girls

- Regional Qualifiers: 1
- Academic All-State: 1

Boys

- Individual District Champion: 1
- Regional Qualifiers: 6
- Individual State Qualifiers: 1
- Academic All-State: 7

Total Academic All-State: 72

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Student Achievement Strengths

- Student leadership opportunities such as the National Honor Society, Student Council, Leading Ladies, and Student Ambassadors
- Multiple student awards and honors
- Collaborative teams increased in proficiency in the three big ideas of a PLC: Focus on Learning, Focus on Collaborative Culture and Focus on Results
- Campus Administrators conduct a minimum of 10 Daily Impact Walks each week
- Growth was evident in all four districts' look-fors
- Local data is showing significant progress in reading and math from the beginning of the year to the end of the year for Kindergarten and 1st-grade students
- Interventionists worked with 398 students in the 2021-2022 school year.
- MAP Growth data showed that 83% of elementary students and 80% of secondary students receiving ESSER-funded tutorials made progress from BOY to EOY
- Despite the challenges that COVID-19 has placed on all stakeholders, the following strengths are shown in AISD's state assessment data:

* From 2018-2022, the gap between the All Students group and Economically Disadvantaged, SPED, EB/EL decreased in 15 out of 18 (83%) performance levels across reading and math with Special Education having the highest percentages of achievement in 2022 for the past five years 6 out of 6 performance levels increased in the area of Special Education reading and math

* 6 out of 6 performance levels maintained or increased in the area of reading and math

* 3-8 STAAR reading data indicated double-digit gains at almost every grade level in at least one performance level

* 3rd and 4th grade STAAR math data indicated double-digit gains at the meets grade level and a 16% gain at masters for 3rd grade

* 6% gain in English I EOC meets and 9% gains in masters for Algebra I and Biology

Needs:

- We saw decreases in 5th-8th grade STAAR math between spring 2021 and spring 2022. Local data also aligns to this concern that we still have significant gaps in math from the COVID learning loss in our younger students who are now getting to middle school. Continue to provide targeted intervention for students below grade level in reading and math with a specific focus on the gaps in math evidenced through local and state assessment data
- Continue to support PK-2 early literacy and foundational math skills
- Continue to provide opportunities for identifying students for the Gifted and Talented program and for advanced academics participation
- Continue adding additional CTE programs of study to fit student growth and needs

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Federal Funding will be utilized as follows:

- Title I:A \$141,485: Instructional specialist salary and school supplies for homeless students
- Title I:C \$2,541: Migrant Shared Service Agreement with Region 11
- Title II, \$83,592: Professional Learning for all staff
- Title III, \$19,880: Supplies, tutoring, and professional learning Title IV, \$11,833: Activities to support safe and healthy students
- ESSER Funding to provide tutorials for students with learning loss

District Culture and Climate

District Culture and Climate Summary

The Aledo ISD communications department works daily to keep families connected to the district and to distribute information through a variety of channels. The district maintains a Facebook, Twitter and Instagram account as well as a district website (aledoisd.org) and campus websites, a mobile app, a Vimeo (video) account, and Flickr (pictures) account.

The communications department also distributes press releases and pitches story ideas to local media outlets and handles all media inquiries.

The Bearcat Blast E-Newsletter is produced and emailed to all stakeholders each Thursday of the school year; it has a readership of approximately 13,000 people per week and includes weekly highlights of the Aledo Bond 2019 program, the Positivity Project - or P2 - Corner, and the latest happenings with the district's strategic partners (Aledo Education Foundation, Aledo Children's AdvoCats and Aledo PTO) as well as a monthly Bearcats Safe Update and much more information on upcoming events and student/staff achievements.

The district publishes regular communications on student and staff achievements, student holidays, student and parent surveys, traffic/construction alerts and/or bus delays, bond project updates, and campus and districtwide events. The Aledo ISD also regularly sends updates to parents and to staff members from Superintendent Dr. Susan Bohn on important topics.

Parent, teacher, and student surveys are conducted annually; the feedback is reviewed and disseminated to each campus principal. The climate survey provides areas of strengths and needs that are addressed in each campus comprehensive needs assessment.

The districts' survey company, Panorama, conducted four surveys during the 2021-2022 school year; a fall student wellness survey, a parent survey, an all-staff survey, and a student survey (grades 5-12) in late spring.

Parent conferences, open house, and curriculum nights are conducted annually on each campus. In addition, annual orientation sessions are conducted for parents and students in the transition grades (i.e. entering kindergarten, elementary to middle school, and middle school to high school). Aledo ISD has 3 Title I campuses in 22-23: Annetta, Coder, and Walsh Elementary. Each Title I campus hosts special events for parents.

Every campus completed the following drills in 2021-2022

- Evacuation (fire) Drill once per month (Sept.-May)
- Evacuation (reverse) Drill once per semester
- Lockdown Drill once per semester
- Severe Weather Drill once per semester
- Shelter in Place once per semester

Campuses emphasize character development through:

- Capturing Kids' Hearts
- Positivity Project - P2

District Culture and Climate Strengths

- A safe and secure learning environment
- Student Council Leadership Programs across the district

- Community, parents, and staff have high expectations for student achievement in all areas
- Programs related to internet safety and bullying
- High level of parent and community involvement
- High level of communication with community, parents, and families
- Aledo Education Foundation (AEF) and local community partnerships
- Active Aledo PTO
- Active Advocats
- Expanded random drug testing to include tobacco usage (all UIL participants) and testing added for grades 7 and 8 for 2021-2022

Needs:

- Encourage greater parent participation in the use of district-provided online resources (parent portal, teacher website, online textbooks) (especially for non-English speaking families)
- Continue to implement greater in-depth procedures for various emergency situations and disseminate the procedures to both parents and students (e.g. hazardous materials spill, active shooter)
- Making community events more accessible (like football game attendance for low-income / ESL families)
- Access or training for non-English-speaking parents to be able to learn and have access to resources that English-speaking parents do
- Communication during emergency circumstances

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Based on the 2021-2022 PEIMS staff summary data of the Aledo ISD teaching staff, 59.8% hold only a Bachelor's Degree, 38.3% hold a Master's Degree, and 0.2% have attained a Doctorate.

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

Beginning – 4.4%
1 to 5 years - 20.5%
6 to 10 years - 16.8%
11 to 20 years - 30.7%
Over 20 years - 27.6%

The average years of teaching experience for Aledo ISD teachers was 12.5 years. Aledo ISD teachers have worked within the district for an average of 6 years. The professional, paraprofessional and auxiliary staff turnover rate for Aledo ISD for 2021-2022 was 12.5% for professionals and 34% for paraprofessionals with 68 staff members retiring or resigning. The turnover rate for teachers in the 2021-2022 school year was 15% with 61 Teaching/Library staff members retiring or resigning. The turnover rate for our auxiliary staff to include maintenance, transportation, and child nutrition was 32.0%.

District hiring procedures include: posting of positions on the district website, social media, and Betterteams.com along with major and local Texas university job boards; an online application process including a profile survey, review of certification and Highly Qualified credentials; and campus team interviews including reference/background checks and recommendations, fingerprinting, and submission to the superintendent for approval. The district offered \$500 referral bonus drawings monthly for all referrals made in the spring and summer. The District was awarded \$45,000 in TCLAS grants that were distributed to our six paraprofessional campus guest teacher staff. All campus and Bearcat Leadership Team (BLT) members have received formal training in conducting interviews. Administrative positions follow the same procedures with the addition of a central office interview process.

New teachers are involved in an induction program consisting of New Teacher Orientation and Just-In-Time trainings to support district initiatives, Texas Teacher Evaluation System (T-TESS), Texas Behavior Support Initiative (TBSI), technology, and Gifted and Talented. Based on the new employee's assignment, staff members are required to receive annual compliance training as well as training in Crisis Prevention Intervention (CPI), Texas Reading Academy, Thinking Map Training, AP Institute Training, CPR, Technology Integration Training, ESL/TELPAS certification, and the Aledo ISD New Teacher Mentor Program.

To support recruitment and retention, Aledo ISD has opened an Early Childhood Development Center offering childcare from six weeks through the child's fourth birthday.

Staff members are recognized annually for years of service (increments of five years) with the district. In addition, staff members from each campus are nominated by their peers and selected to participate in an award ceremony. The winners are chosen by outside committees to receive a monetary award through the Marva Collins Excellence in Teaching Program; this program is funded by various business partners. Each year an Aledo ISD teacher is selected as a Jack Harvey Fellowship Award recipient in association with Weatherford College. Beginning the 2019 -2020 school year the district began The Circle of Greatness – Employee Recognition Program where anyone can nominate outstanding employees who are helping to “Grow Greatness” within AISD. In the 2020-2021 school year there were 538 nominations submitted.

Staff Quality, Recruitment, and Retention Strengths

- 274 teachers have acquired ESL certification
- 81.70% of teachers have 6 or more years of experience

- Support program for new teachers with three or less years of experience, including a paid mentor A wide variety of professional learning opportunities, are offered

Needs:

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2021-2022 school year, the following areas were identified as our district focus areas for the 2022-2023 school year:

- Students consistently demonstrate essential academic and social behavior
- Consistent implementation of an engaging learner environment that is aligned to learner needs

In an effort to increase academic progress for all students and to increase proficiency in critical writing, AISD developed an instructional focus that includes the following:

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

To measure the implementation of the district instructional focus, the following instructional priorities will be measured during the 2022-2023 school year:

- Framing the Lesson
- Daily Critical Writing
- High-Yield Formative Tasks
- Learner Engagement

In addition to gathering data on the district instructional priorities, AISD will also collect qualitative data on shifting toward a culture that is student-driven through collecting pictures and descriptive anecdotes that capture/describe student-driven learning in action. 140

A districtwide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned to our district instructional focus areas.

Curriculum, Instruction, and Assessment Strengths

- District hosted Empower 2022 Summer Professional Learning Academy to provide in-district and out-of-district educators with a variety of summer professional learning opportunities. Empower 2022 offered 117 professional learning sessions / 267.50 hours professional learning hours during the summer of 2022.
- Content Instructional Specialists and Technology Specialists partner with teachers to improve the quality of instruction through assisting with instructional design, co-teaching and/or modeling lessons, and providing resources and training that are responsive to teacher needs. Each campus has an assigned Instructional Specialist to provide direct support to teachers.
- Early Literacy Specialists support literacy instruction in grades K-2 at all elementary campuses and are AISD Cohort Leaders for Reading Academies. During the 2022-2023 school year, all 3rd-grade teachers and any PK-2 teachers without a Texas Reading Academy certificate will participate in Reading Academies as required by House Bill 3.
- The district has added resources such as Heggerty, a phonological and phonemic awareness curriculum as well as Really Great Reading, a supplemental phonics program. The implementation of these resources is building a solid foundation of basic early literacy skills in K-2. The district uses mCLASS Texas to screen and monitor students in reading development.
- During the 2021-2022 school year, GT Specialists screened and added 80 new students, doubling the amount of identified students at multiple campuses.
- Using the GT Allotment, the district has approved training for GT Specialists at the state level as part of the annual conference through the Texas Association for Gifted and Talented Students.
- Campus GT Specialists offer support to grade-level teams in creating and implementing extension activities for proficient students, regardless of student identification.

- The GT Selection committee continues to refine the identification process in order to better serve underrepresented populations.
- District implemented additional advanced academic courses in dual enrollment and Advanced Placement as well as grew existing programs exponentially
- District administered largest number of AP exams in district history
- District experienced largest number of National Merit scholars in AISD history
- District implemented PSAT prep courses aimed at increasing National Merit Scholars
- District provides ongoing communication with all staff through a weekly C&I Newsletter that spotlights teacher implementation of the District Instructional Focus, high-yield instructional strategies, important information, and upcoming professional learning opportunities.
- District provides Just in Time professional learning opportunities based on identified teacher needs.
- District provides the opportunity for staff members to attend the Professional Learning Community (PLC) Institute and has plans to continue to send more staff members in order to build a shared understanding of the PLC process and to equip teachers with tools to implement PLC actions at the campus level.
- The district established curriculum writing teams that oversee the development of the district curriculum and district common assessments aligned to the rigor of the state standards in order to ensure student mastery of the essential learning standards.
- The district identified teacher leaders from across the district to participate in the AISD Teacher Leadership Cohort (TLC). The TLC will focus on building teacher leadership capacity and growing strong educational leadership skills through a year-long professional learning series. Cohort members will engage in rich dialogue and professional learning that aligns with the AISD's district vision and instructional focus.
- Extensive professional learning opportunities have been created to develop the district's co-teach practices, behavior management, and legal/process updates.
- District hired additional Special Education Instructional Facilitators to ensure high-quality instruction for students receiving special education services through coaching, modeling, and providing support to general education and special education teachers. SPED Instructional Facilitators now support all grade levels and campuses across the district.
- One SPED staff member (paraprofessional) was recognized as district-wide Circle of Greatness Employees at the 2022 Convocation.
- District hired an additional Speech Language Pathologist and Educational Diagnostician to meet the growing student population of students receiving special education services.
- District also moved part-time employees to full-time positions (Diagnosticians) in an effort to meet the ARD-required services of students receiving special education as our student population grows.
- The district continues to update and maintain written district processes via a Google Site to ensure consistency in districtwide systems and communication for all Special Programs.
- The district implemented a district-wide accommodation tracker for general education teachers to document provided student accommodations which allow for consistency district-wide.
- District hired two Special Education Clerks to support campus Educational Diagnosticians and Special Education Instructional Facilitators in the clerical work of student IEPs and ARD meetings.
- The district provides ongoing communication through bi-weekly Special Education newsletters to all staff that serves students in Special Education and a monthly newsletter for all campus 504 coordinators.
- The district has established focus groups to research and trial curriculum resources for students served in Special Education.
- District established monthly meetings with the support staff for Special Programs to align communication and refine department processes and procedures.
- District established a referral and evaluation panel to streamline and provide consistency with identification and evaluation of students suspected of having a disability.
- District purchased ESL classroom materials for the new Early Childhood Academy. Personnel has been adjusted to align to the number of emergent bilingual students on each campus.
- ESL team started an ESL Canvas course series of trainings for classroom teachers which included content and language supports, authentic writing, and ESL instructional strategies.
- Monthly ESL collaborative team meetings were held during the 2021-2022 school year and will continue to meet to strengthen systems across all campuses. District provided expanded interpretation services for students, parents and families to support student services and academic achievement.
- The number of Career and Technical Education course offerings and pathways has continued to increase in response to student interest. CTE continues to refresh and revise their programs to meet the needs of students and our community.

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Needs:

- Monitor student essential academic social behaviors to determine if campus expectations are consistently implemented
- Monitor and strengthen classroom learning environments that are aligned to learner needs
- Continue to monitor academic progress for each student to ensure that all students are growing academically.
- Continue to increase proficiency in writing across all grade levels and all content areas.
- Continue to strengthen instructional design and standards-driven instruction.
- Continue to revise curriculum documents and continue to build the capacity of district curriculum writing teams.
- Continue to strengthen the backward design process to ensure that classroom instruction is aligned to the rigor of district assessments. Continue to build leadership capacity in the Professional Learning Community (PLC) process.
- Continue to refine our district Response to Intervention (RtI) process.
- Continue to add Instructional Specialists at the secondary level that are content specific to maximize the impact at each campus.
- Continue to add Intervention Specialists as needed district-wide
- Continue to add Early Literacy Specialists as necessary at each Elementary campus.
- Continue to provide support resources for Early Literacy including phonological awareness and phonics resources.
- Consider adding Early Literacy Tier 2/Tier 3 support resources that include phonics and connected texts for grades 3-5.
- Continue to add SPED teachers as the number of students receiving special education services continues to grow and to support a highly effective co-teach model.
- Add full-time related service providers (Physical Therapist, Occupational Therapists) to meet the ARD required services of students receiving special education as our student population grows.
- Continue to add LSSPs to the district to meet the growing needs of students within the district.
- Continue to add Dyslexia teachers as our students receiving dyslexia services continue to grow.
- Continue to refine our department processes and create professional development profiles for each professional.
- Continue to work to build a curriculum resource library for special education teachers to support student IEPs.
- Continue to strengthen and grow the Special Programs department through program evaluation and management that includes long-term goal setting and monitoring by the Special Programs Leadership Team.
- Continue to build an audit process for all areas within Special Programs to ensure that all paperwork is legally defensible, student centered, and follows best practices. 142
- Continue to strengthen the ESL program through program evaluation, goal setting and monitoring student progress in both academics and English language proficiency particularly in the areas of speaking and reading.
- Continue to build upon ESL Canvas course training series.
- Continue to refine our GT program in order to meet the unique needs of our student population.
- Continue to add campus GT specialists, ensuring one specialist at each elementary campus to better serve the needs of identified students and support collaborative teams by facilitating extensions for all students.
- and differentiation.
- Improve access and equity to Advanced Academic course offerings
- Build capacity in campus staff members in the advisement related to Advanced Academics
- Continue to expand Advanced Academic course offerings as well as other programs that enrich/support Advanced Academics
- Effectively communicate Advanced Academic offering to students and parents
- Continue to increase rigor, learner engagement and relevance in all classrooms. Continue to increase meaningful technology integration.
- Continue to differentiate instruction for all learners.
- Provide extension opportunities for students who demonstrate proficiency of standards.
- Begin the process of our CTE teachers collaborating with academic teachers.
- Continue to add CTE programs of study (pathways) to meet the needs of our students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community involvement is a vital factor to the success of Aledo ISD. There are numerous opportunities for parents and community members to become active participants: Aledo Children's Advocats, Bearcat Backers, East Parker County Chamber of Commerce, Parent Volunteers, Grandparents' Day, Watch D.O.G.S., Comfort Dogs, Kindergarten Roundup, Curriculum Nights/Open House, Aledo Parent Teacher Organization (PTO), Veterans Day Programs, AISD Career Fairs, Aledo Reads Day, Thanksgiving Trot, Aledo Education Foundation, field trips, individual Aledo athletic booster clubs, Aledo Band Boosters, Districtwide Effectiveness Improvement Committee (DWEIC), Parenting University, Young Men's Service League, Coffee with the Principals, Silvercats, Lions Club, Bearcat 101, 9th Grade Fish Camp, McCat Camp, AMS Social and much more.

A variety of opportunities exists for parent/community involvement in decision making through the Districtwide Effectiveness Improvement Committee (DWEIC), Campus Improvement Committees (SBDM), Student Health Advisory Committee (SHAC) and other various parent/community-led committees (like the Bearcat Growth Committee or Attendance Zone Committee related to Aledo Bond 2019 and Aledo Growth Committee 2022-2023).

The Aledo Education Foundation has awarded more than \$2.1 million in grants to district teachers representing all campuses and to the AISD for non-curricular programs. These grants range from incubators and a rock climbing wall to robotics and STEAM materials. The district benefits from a close working relationship with community organizations such as the Aledo Children's AdvoCats. Service projects, such as clothing drives, are conducted throughout the year at campuses to support the AdvoCats as they actively serve the needs of families in our community. Local churches have implemented the Snack Pack Program for students in kindergarten through 6th grade and provided mentorship opportunities. The Aledo PTO provides opportunities year-round for AISD families to support district staff and organizes an annual food drive through each Aledo ISD campus for the community, as well.

Aledo ISD uses multiple formats to communicate district and campus information to parents: campus curriculum and open house nights, campuswide and districtwide communications via mail, text messages and email, postings on campus marquees, district website, campus newsletters, Bearcat Blast weekly E-Newsletter, Ascender Parent Portal (grades and attendance), Remind, Aledo ISD App, district and campus level social media accounts, and our local newspaper, The Community News. The district also used the survey company Panorama for parent, student and employee surveys at the end of the 2020-2021 and the 2021-2022 school years.

The following is a partial listing of the many community/service organizations that use district facilities: AAI Baseball & Softball, Girl Scouts and Cub Scouts, Aledo Lions Club Youth Football & Basketball, Lions Club Charity Dinner, Aledo Youth Football and Cheer Association, Bearcat Beginnings, Campfire USA, TAV Club Volleyball, Ride for Heroes, Aledo Advocats/Run-Walk-Crawl and Bearcat Bootcamp and multiple family events throughout the year. There are also numerous student service organizations such as Student Council at the elementary and secondary levels, Junior National Honor Society in middle schools, and National Honor Society in the ninth-grade campus and high school.

Parent and Community Engagement Strengths

- Leadership and parent participation in specialized committees
- Parents actively involved in their child's education
- Community business partners actively support the mission of the district
- Extra-curricular programs in which parents and employees work together to enhance student involvement

Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups

- Continue to solicit parent input and feedback on committees and surveys
- Continue outreach activities for the senior citizens in our community
- Bearcat Alumni Association- explore a partnership with the association to create awareness and publicize in order to build the organization
- Opportunities for communication in Spanish (ie - Remind)

District Context and Organization

District Context and Organization Summary

The Aledo ISD receives state, local and federal funding including Title I, II, III, Carl Perkins, IDEA Formula and Preschool. Aledo ISD received the state's highest financial integrity rating for the 18th consecutive year.

The district serves students from the Early Childhood Special Education (ECSE) through 12th grade. Data from the 2020-2021 TAPR report show that AISD staff includes 49.6% teachers, 10.6% professional support, 10.6% education aides, 3% campus administration, 1.2% central administrative staff, and 25.1% auxiliary staff.

Teachers new to the profession and/or to the district are supported through a mentoring program. The training begins with New Teacher Orientation prior to the start of school at the district and campus levels. For the 2022-2023 school year, 242 new staff members (including 116 new teachers) were added to the Aledo ISD family.

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

District and campus information is disseminated through multiple sources such as the AISD website, Blackboard, Parent Link, the Aledo ISD smartphone application, the Bearcat Blast, and social media. The online Parent Portal system is available for parents to view grades, assignments and attendance. Teachers use the messaging application Remind to communicate directly with students and parents at home.

Aledo ISD has a "Connections" mentoring program that pairs adults with students. During the 2021-2022 school year, 12 students participated in the program. This was a significant decrease due to COVID campus restrictions concerning volunteers on campus. Feedback forms from all participants indicate program success for individual students with this program.

The district maintains a Bearcat Backer program with approximately 19 members, establishing relationships between local businesses, the school district, and the campuses. The program enhances communication and cooperation with a common goal for student success. Area business leaders and universities participate in a College and Career Fair at Aledo Middle School emphasizing the importance of academics at high school and career opportunities. Business and community leaders also participate in a Career Fair and College Fair at Aledo High School.

District Context and Organization Strengths

- Involved parents and a community that supports the district and individual campuses
- Communication with parents and community via varied sources
- FIRST Superior financial rating for 18 consecutive years with a district score of 96%
- Aledo ISD New Year Teacher Mentor Program
- Aledo Learning Center serves students who are at-risk of dropping out, 28 students graduated from ALC in 2021-2022

Needs:

- Increase opportunities for connections between students, staff, and community members
- Create a plan to proactively respond to fast growth in AISD.
- Proactively recruit and retain highly qualified and effective teachers

- Allow for optimal class sizes and programming to support student success
- Continue efforts to increase communication from the classroom to home in ways that assist parents in supporting a student's learning.

Technology

Technology Summary

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

Technology Strengths

- Our district currently has two learning management systems available for teachers and students – Canvas and Seesaw.
- Students and staff have the ability to use Class Link-Launchpad (single sign-on) which streamlines access to multiple programs used across the district. In order to be easily accessible for younger students or students with specific needs, sign-on can be obtained through this system via traditional means or via a QR code.
- Increased use of device management systems to support seamless software use.
- All professional staff members are required to complete a 3-hour technology training designed to create meaningful opportunities for integration in the classroom.
- Teachers are issued a laptop and iPad to utilize in instruction and lesson planning.
- All District technology follows a systematic refresh cycle in order to ensure reliable performance.
- The Curriculum and Instruction department offers instructional technology support and professional learning that aligns with the District's instructional focus.
- Wireless access points districtwide provide excellent coverage for portable devices.
- Our district has a robust internet connection of 10 Gbps that provides ample connectivity to support every instructional need.
- 70-inch interactive Promethean boards are in every classroom.
- Every student receives digital citizenship instruction based on resources from Common Sense Education. AISD is a Common Sense District. 148
- Instructional Technology offers ongoing training in efficient and effective uses for technology throughout the school year in a variety of methods at the campus and district level. For example, Just in Time sessions, Lunch and Learns, and before and after school training opportunities are offered during the school year.
- Library/Media Specialists are established as a student device campus point of contact.
- We have a strong supportive technology department at the district level that offers efficient resolutions to technology issues as they arise.
- Google Apps for Education will continue to be used by staff and students.
- The District continues to use the Cisco Webex platform districtwide to support collaborative needs across the District.
- Cyber security training is conducted using KnowBe4 to educate and inform staff on potential cyber and security-related risks.
- Maintained 1:1 Chromebook plan for students K-5. Students 6-12 have the option of checking out a District Chromebook or bringing their own device (BYOD).
- Provided equitable access to specialty apps such as Adobe Creative Cloud, AutoCad, etc. to all learners.
- Implemented GoGuardian District-wide to support academic integrity and classroom management.
- Increased Technology staff to support rostering and 1:1 Chromebook deployment.
- Increased Instructional Technology staff to support at the campus level

Needs:

- More Technology Department staff is needed to support 1:1 implementation
- Continue to strengthen new teacher training for available technology/programs
- Continue to strengthen our staff's cyber security awareness
- Support staff in implementing a more paperless classroom environment with learning management systems
- Continue to improve district printing strategies and capabilities

- Continue integration of communication systems used during emergencies.

Priority Problem Statements

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

Root Cause 1: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data





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

Goals

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-between; 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 style="text-align: right;">153</div> </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo ISD will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				154
<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 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				155
<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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of the Aledo ISD collaborative teams districtwide 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>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 86% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue	156			

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the Aledo ISD collaborative teams districtwide 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams districtwide will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				157
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the Aledo ISD collaborative teams districtwide 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>Strategy 1: Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: 77% of Collaborative Teams districtwide will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				158

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

Performance Objective 1: During the 2022-2023 school year Child Nutrition climate surveys will be conducted quarterly to check the status of staff morale and address issues of concern, while increasing child nutrition staff retention by 5%.





Evaluation Data Sources: Staff survey scores will demonstrate improvement over the course of the 2022-2023 school year. The retention rate of child nutrition staff will increase by 5% by June 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Child Nutrition staff and managers will be surveyed quarterly to measure employee staff engagement and satisfaction at each campus. The survey will be conducted in October, December, February, and April.</p> <p>B. Based on survey results individual coaching sessions will be conducted with campus managers and the director.</p> <p>Strategy's Expected Result/Impact: Survey scores will improve throughout the 2022-2023 school year. The 2021-2022 retention rate of Child Nutrition staff of 80% will increase by 5% by June 2023.</p> <p>Staff Responsible for Monitoring: Child Nutrition Director</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: The Technology Department will maintain an average uptime of 99% for all critical network equipment throughout the District during the 2022-2023 school year.





Evaluation Data Sources: Utilize the District Network Operations Center to collect real-time health and performance data for critical network equipment. Data will be collected daily throughout the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Daily monitor real-time health and performance data and react immediately when network issues occur. Strategy's Expected Result/Impact: Network uptime will average 99% for all critical network equipment which directly affects instruction in the classroom. Staff Responsible for Monitoring: Director of Technology Technology Department</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Install software security updates within 10 business days as they are released. Strategy's Expected Result/Impact: Consistently updated software will maximize network uptime and better protect the District from outside cyber threats. Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate with stakeholders in a timely manner when network issues occur. Strategy's Expected Result/Impact: Communicating expectations allows stakeholders to plan accordingly as downtime occurs. Staff Responsible for Monitoring: Director of Technology</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: The Transportation Department will be fully staffed with bus drivers. Transportation department staff turnover will be less than 20% by June 2023.





Evaluation Data Sources: All transportation positions will be filled. Transportation staff turn over rate will not exceed 20% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Maintain updated monthly staffing charts with openings, new hires, and terminations and share status with the department in monthly safety meetings. B. Advertise openings through social media, banners, magnets on buses, flyers, job fairs, and local newspapers. C. Create an Employee of the Month with designated parking space, certificate, and biography with photo for display in Transportation. The Employee of the Month will be announced at monthly safety meetings. D. Develop a structure for a monetary employee bonus program for attendance.</p> <p>Strategy's Expected Result/Impact: The Transportation Department will be fully staffed with a turnover rate of less than 20% by June 2023.</p> <p>Staff Responsible for Monitoring: Director of Transportation</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue	161			

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

Performance Objective 4: The communications department will inform all stakeholders in a timely manner with consistent messaging during the bond/long-range facility planning process throughout the 2022-2023 school year.





Evaluation Data Sources: Aledo ISD website, specifically the Bond page and the Aledo Growth Committee page; Aledo ISD social media platforms, Bearcat Blast weekly e-newsletter.

Strategy 1 Details	Reviews			
<p>Strategy 1: Detailed bond/long-range facility communication, content, and messaging to be released will be detailed on the planning timeline.</p> <p>A. Updates to the Aledo Growth Committee website will include:</p> <ul style="list-style-type: none"> a. Updates to meeting dates/times or to any changes or additional meetings needed, including marketing for community forums. b. Aledo Growth Committee agendas, presentations, and meeting minutes are posted online after each meeting. c. Aledo Growth Committee "AGC Minute" video recap with community co-chairs posted online after each meeting. d. FAQs from Aledo Growth Committee important questions. <p>B. Social media: "AGC Minute" video recap will be shared on the district's social media pages after each meeting; marketing for community forums or other information Aledo Growth Committee needs shared.</p> <p>C. Bearcat Blast e-newsletter: "AGC Minute" video recap will be shared in Bearcat Blast weekly e-newsletter after each meeting; will include any marketing for community forums or other information Aledo Growth Committee needs shared.</p> <p>Strategy's Expected Result/Impact: The items included on the timeline will inform and educate all stakeholders in a timely manner throughout the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Secretary for Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June
				162
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: The Athletic Department will ensure equity between Aledo Middle School and McAnally Middle School and address consistent expectations of our athletic program at both campuses during the 2022-2023 school year.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Athletic Director will observe practices/games at each of the two middle schools a combined total of six times per month and meet with all athletic coordinators once a month to review feedback.</p> <p>Strategy's Expected Result/Impact: Continuous collaboration between the two middle schools will occur each month and questions/issues and/or supply needs will be addressed in a timely manner.</p> <p>Staff Responsible for Monitoring: AMS/MMS Athletic Coordinators Athletic Director Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: The Business Office will utilize data from the Ascender purchasing system to timely and efficiently manage the District's requisition/purchase order system completing the approval process for a purchase order within an average of no more than 3.5 business days throughout the 2022-2023 school year.





Evaluation Data Sources: Data from the Ascender purchasing system and the Principal's Weekly.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. The Business Office will ensure valid requisitions are approved within an average of no more than 3.5 business days after the campus/department secretary submits them in the Ascender system. B. The Business Office will communicate on a weekly basis payroll/purchasing deadlines via the Principal's Weekly and through the business office webpage. C. The Business Office will conduct an annual training in July, and as needed for newly hired staff, on the purchasing process for campus/department secretaries and principals/department leaders.</p> <p>Strategy's Expected Result/Impact: A. Data from the Ascender purchasing system will indicate valid requisitions are approved within an average of no more than 3.5 business days after the campus/department secretary submits them in the online system. B. By communicating payroll/purchasing deadlines, fewer purchasing "emergencies" should arise during the school year. C. Annual training will give secretaries and principals/department leaders the knowledge needed to correctly submit requisitions and process purchase orders in a timely manner.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Business Manager Accountant/Purchasing Coordinator Business Office Secretary</p>	Formative			Summative
	Dec	Feb	Apr	June
				164
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 7: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 8: The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved amounts for each project.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.</p> <p>Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue 166				

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

Performance Objective 9: Utilize the data generated by the SchoolDude system to actively and strategically manage the Maintenance Department and the facilities in the District on a weekly basis from August 2022 through August 2023.

Evaluation Data Sources: SchoolDude System will indicate no more than a total of 300 open work orders at any one time and 80% of work orders will have an average completion rate of 14 days or less by June 2023.

Strategy 1 Details	Reviews			
<p>Strategy 1: The Facilities Manager will monitor the status of work orders and supervise the maintenance crew to manage work production. The Facilities Manager will conduct morning department meetings to inform the crew of open work order status and hold weekly review meetings with the maintenance department.</p> <p>Strategy's Expected Result/Impact: SchoolDude System will indicate no more than a total of 300 open work orders at any one time and 80% of work orders will have an average completion rate of 14 days or less by June 2023.</p> <p>Staff Responsible for Monitoring: Chief Facilities/Construction Officer Director of Construction and Facilities Facilities Manager Maintenance Secretary Maintenance Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
				167
 No Progress  Accomplished  Continue/Modify  Discontinue				


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


Performance Objective 10: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.


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


Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				168
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 11: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 12: Over the 2022-2023 and 2023-2024 school years the percentage of graduates that meet the criteria for College Career Military Readiness will be tracked as this is a 2-year indicator with accountability lagging by 1 year and will increase from 73% in 2022 to 85% for the 2024 accountability.

Evaluation Data Sources: OnRamps enrollment and pass rates; AP enrollment and exam pass rates; dual credit completion; TSI pass rates; data rate completion of TSI substitute courses; military enlistments; pass rate industry-based certifications; level I and level II certification completions, increase percentage of completer status in CTE pathways.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Increase OnRamps course offerings and enrollment by 30%. B. Maintain AP enrollment and the percentage of students who sit for exams. C. Create a strategic TSI testing plan for AHS students to include student identification, preparation, testing and re-testing. D. Implement a TSI test substitute course. E. Increase opportunities for industry-based certifications through existing pathways by 20%. F. Create new pathways that will include opportunities for industry-based certifications from 11 to 14 pathways. G. Remove barriers to incentivize students to prepare and sit for level I and level II certifications. H. Work with a CTE advisory board and CTE student advisory board to provide input to the district on how to best communicate the advantages of the completion of and encouragement to participate in CTE pathways. I. Obtain software to assist in real-time data tracking of CCMR status.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for College Career Military Readiness to 73% in 2022 and to 85% for the 2024 accountability.</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator Director of CTE Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Student and Community Programs Director of Assessment and Accountability Executive Director of Student Services High School Administration High School Counseling Staff AP, Dual-Credit, OnRamps, and CTE Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				171
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Improvement Committee

Committee Role	Name	Position
Administrator	Lynn McKinney	Deputy Superintendent
Classroom Teacher	Cyndee Bowden	AHS Teacher
Administrator	Susan Bohn	Superintendent
Classroom Teacher	Emily Robison	AHS Teacher
Classroom Teacher	Jamie Rinehart	AHS Teacher
Classroom Teacher	Gayla Fernandez	ALC Teacher
Classroom Teacher	Elisha Woodson	Daniel Ninth Grade Teacher
Classroom Teacher	Wendy Petersen	Daniel Ninth Grade Teacher
Classroom Teacher	Robin Newkirk	AMS Teacher
Classroom Teacher	Renee Pokrifcsak	AMS Teacher
Classroom Teacher	Joni Myres	MMS Teacher
Classroom Teacher	Amanda Douglas	MMS Teacher
Classroom Teacher	Jessica Huston	Vandagriff Teacher
Classroom Teacher	Mindy Keating	Vandagriff Teacher
Classroom Teacher	Allyson Flores	Coder Teacher
Classroom Teacher	Samantha Elder	Coder Teacher
Classroom Teacher	Katie Harbour	Stuard Teacher
Classroom Teacher	Michaelleen Huckaby	Stuard Teacher
Classroom Teacher	Liz Garcia	McCall Teacher
Classroom Teacher	Tina Shoptaw	McCall Teacher
Classroom Teacher	Audrey Mann	Walsh Teacher
Classroom Teacher	Grace St. John-Staver	Walsh Teacher
Classroom Teacher	Kayla Cope	Annetta Teacher
Classroom Teacher	Kelly Price	Annetta Teacher
Non-classroom Professional	Mandy Musselwhite	AMS Principal
Non-classroom Professional	Jake Bean	Assistant Principal - McCall Elementary
District-level Professional	Kim Raymond	Assistant Superintendent of Student & Community Services
Parent	Heather Cohea	Parent

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Committee Role	Name	Position
Parent	Janet Coble	Parent
Parent	Kelly Stevens	Parent
Business Representative	Carma Chisam	Business Representative
Business Representative	Christina Donnelly	Business Representative
Community Representative	DeeAnne Younkin	Community Representative
Community Representative	Shawn Callaway	Community Representative

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)	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.
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)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

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* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
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 • Recidivism rates 	TEC 37.008 TAC 19 103.1201(b) Board Policy FOCA(Legal)	Deputy Superintendent ALC Principal and Campus Administrators	PEIMS Documentation
4. District’s Decision-Making and Planning Policies <ul style="list-style-type: none"> • Evaluation – every two years 	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
5. Dropout Prevention	TEC 11.252	ALC/AHS Principals Counselors	At-Risk Documentation
6. Dyslexia Treatment Programs <ul style="list-style-type: none"> • Treatment and accelerated reading program 	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.
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 	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"> Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data 			
8. Pregnancy Related Services <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Executive Director of Student Services and Safety	Individualized student plans
9. Post-Secondary Preparedness/Higher Ed Information/Career Education <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 abroad range of career opportunities 	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
10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals	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"> 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 		Curriculum and Instruction Executive Director of HR	
11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children <ul style="list-style-type: none"> Sexual abuse Sex trafficking 	TEC 38.0041(c) TEC 11.252(9)	Deputy Superintendent Executive Director of Student Services and 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 Trauma-informed care Trauma-informed training for all staff 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)	Executive Director of Student Services and Safety Counselors	The school will follow Board Policy FFB and FNF.

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</p> <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 	<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>14. Texas Behavior Support Initiative (TBSI)</p> <ul style="list-style-type: none"> • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education 	<p>TEC 21.451(d)(2) Board Policy DMA(Legal)</p>	<p>Assistant Superintendent of Curriculum & Instruction Director of Special Programs</p>	<p>Board Policy DMA(Legal)</p>
<p>15. Technology Integration in Instructional and Administrative Programs</p>	<p>TEC 11.252(a)(3)(D) TEC 28.001</p>	<p>Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director</p>	

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

Aledo ISD Professional Development Plan 2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
1. Suicide Prevention	<ul style="list-style-type: none"> 21.451(d)(3)(A) and (d-1)(A) for the frequency and population, and (d-2) for the program/content 21.451(d-1)(B) and 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 38.351(h) states school districts to provide suicide prevention training 	Aledo ISD Vector Training	School counselors, teachers, nurses, administrators, and other staff as well as law enforcement officers who regularly interact with students.	<ul style="list-style-type: none"> Annually <p style="text-align: right;">181</p>
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution	<ul style="list-style-type: none"> 21.451(d)(3)(B) and (d-1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	Trust Based Relational Intervention Training Aledo ISD Vector Training	Teachers, school counselors, principals, and all other appropriate personnel.	<ul style="list-style-type: none"> Annually
3. Preventing, identifying, responding to, and reporting incidents of bullying	<ul style="list-style-type: none"> 21.451(d)(3)(C) and (d-1)(A) for the frequency and population and (B) for the program/content 38.351 states that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	Aledo ISD Vector Training	Teachers, school counselors, principals, and all other appropriate personnel.	<ul style="list-style-type: none"> Annually

Aledo ISD Professional Development Plan 2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
4. Safety training program	<ul style="list-style-type: none"> • 33.202(b) for the frequency and population and (c) for the certification of participants and the content. • (a) requires the UIL to develop the program 	<p>Provided through UIL Portal</p> <p>Documentation maintained by Athletic Director and Assistant Superintendent</p>	7-12 Coaches, trainers, cheerleader sponsors and band directors.	<ul style="list-style-type: none"> • Annually
5. Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children	<ul style="list-style-type: none"> • 38.0041(c)(1)(A) for the frequency and (B) population. (2) for the program/content • 38.0041(a) requires each district and charter school to adopt a policy to be included in the district improvement plan and (b)(1) requires that policy to include methods using resources developed by the agency under 38.004. • 38.004 states that the agency shall develop and update a child abuse training program. 	<p>Aledo ISD Vector Training</p>	All employees	<ul style="list-style-type: none"> • Annually
6. Increasing awareness and implementation of trauma-informed care	<ul style="list-style-type: none"> • 38.036(c)(1)(B) and (C) for frequency, and 38.036(d) for population • 38.036(c)(1) and 38.351 state that training programs are to be developed by the agency in coordination with the Health and Human Services Commission and Education Service Centers 	<p>Aledo ISD Vector Training</p>	All staff in the school district.	<ul style="list-style-type: none"> • Annually

Aledo ISD Professional Development Plan 2022-2023

Topics Outlined in SB 1267	Statutory Provisions	Required Trainings with Embedded Best Practices	Required Personnel	Frequency
<p>7. Administration of an epinephrine auto-injector</p>	<ul style="list-style-type: none"> 38.210(b)(1) and (2) for program and format and (3) for frequency. (a) states that if a district or charter school or private school adopts a policy under 38.208(a), they are responsible for the training, and points to (c) which states that the Health and Human Services Commission, with advice from the Texas Dept of State Health Services appointed committee in 38.207 (38.202 role and composition of the committee) which states that they advise on the training required, must develop rules regarding maintenance and administration of epinephrine injectors, and that the rules must state the amount of training required for school personnel. 38.210(b) also states specific training criteria 	<p>Campus Nurses train identified staff.</p>	<p>School personnel who have contact with a student with a known food allergy.</p>	<ul style="list-style-type: none"> Annually or as needed with new personnel/students added during year.

Aledo Independent School District
Aledo High School
2022-2023 Campus Improvement Plan



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Mission Statement

Aledo High School exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

Aspire to Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Aledo High School is the only high school campus in Aledo Independent School District in Aledo, TX. The student population at AHS is 1607. There are 580 tenth-grade students, 483 eleventh-grade students, and 530 twelfth-grade students. Daniel Ninth Grade Campus students also take various elective courses at AHS. Additional demographic information is outlined in the chart below. The campus has 134 full-time instructional professional staff members and shares an additional 3 instructional professional staff members with Daniel Ninth Grade Campus. We also have 24 additional support staff members.

Demographic	Percentage	
White	75.23%	
Hispanic	16.5%	
African American	1.8%	
Asian	1.1%	
Multi-Racial	4.3%	
American Indian	0.2%	
Completion Rate - 479 (2022 Grads)	99%	188
Economically Disadvantaged	15.7%	

The CNA and Campus Plan were developed over a series of two workshops (9/20/22, 9/27/22). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT/SAT/ACT

Participation Data, and Instructional Focus Data. The previous year's needs 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 September 27, 2022, and shared with the faculty for review and feedback.

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

Demographics Strengths

- The campus has a low discipline referral rate.
- Additional faculty/staff was added to address the growing student population and instructional needs.
- There is a high level of student involvement in extracurricular activities and support from the community.
- The campus has low student retention and dropout rates.
- A high percentage of students have access to resources and support at home.

Needs

- Parent engagement within the Hispanic and Economically Disadvantaged populations is lower than that of all students.
- There is an increased need for ESL instructional strategies and resources to meet the needs of this growing population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The campus sub-populations consistently score lower on state assessments than all students. **Root Cause:** Lack of resources.

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Problem Statement 2: The school is experiencing rapid growth that is putting a strain on resources; ex: classroom space. **Root Cause:** Excellent reputation and residential and commercial growth within the district.

Student Achievement

Student Achievement Summary

At Aledo High School, academic achievement is a high priority for all stakeholders. AHS earned an overall "A" accountability rating from the State and performed within Quartile 1 when compared to like schools in the categories of AP Exam Results and Dual Credit Completion. Eighty-eight percent of students achieved *Approaches Grade Level*, Seventy-nine percent achieved *Meets Grade Level*, and twenty-three percent achieved *Masters Grade Level* on the English II STAAR End-of-Course-Exam. On the US History STAAR End-of-Course Exam, ninety-seven percent of students achieved *Approaches Grade Level*, eighty-nine percent achieved *Meets Grade Level*, and sixty-eight percent achieved *Masters Grade Level*.

Faculty, staff, parents, and students value and maintain high standards for achievement. Students are provided tutorials, pull-out remediation, academic seminars, intensive interventions, varied ongoing assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They are developing a sense of collective responsibility through weekly targeted interventions and extensions during Flex. Teachers work to build relationships with their students, so they know their strengths and needs. Additionally, the campus has two intervention specialists that are leading intervention efforts and coordinating daily reading and math intervention opportunities for students.

College Board AP data revealed that over 65% of the students who took an AP exam scored a 3 or higher making them eligible to receive college credit. Ninety-six students were recognized as AP Scholars, 36 as AP Scholars with Honors, and 67 as AP Scholars with Distinction; all were an increase from 2021. In addition, AHS had 2 National Merit Semi-finalists, and 16 National Merit Commended Scholars (more than twice the number of commended scholars as in 2021). An additional 117 AHS students were also recognized as College Board National Recognition Program Scholars (African American, Hispanic, Indigenous, and/or Rural and Small Town Scholars). This is a 200% growth in the number of National Recognition Program Scholars from 2021-2022.

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

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Student Achievement Strengths

- There was an increase in participation in AP exams and student scores remained steady.
- There was an increase in participation in advanced academic courses including AP, PAP, On-Ramps Dual Enrollment, and Dual Credit.
- There was an increase in the number of nationally recognized students from 2021 to 2022.
- We have a structured time to focus on student intervention and extension.
- Aledo High School provides all sophomores with the opportunity to take the PSAT and all seniors with the opportunity to take the SAT during the school day.
- Teachers use data to address weaknesses in achievement through collaborative team meetings each week.

Needs:

- Title III 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 EL students, supplemental materials, and tutoring for EL students (\$19,880).
- Title I funding will be utilized to provide services to students in the following areas: homeless student supplies (\$2,541)
- Title I funding will be utilized to supplement summer school offerings for EOC and dyslexia students as follows: summer school personnel, summer school transportation, and summer school materials.

- Students categorized as Limited English Proficient (LEP), special education, and economically disadvantaged student STAAR performance in English II and US History is notably lower than all students.

*Note: Dollar amounts refer to district-wide funds.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While participation in advanced academics is on the rise, there are still students who should be participating in those courses. **Root Cause:** Student motivation/engagement.

Problem Statement 2 (Prioritized): After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not a consistent implementation of instructional design that provides for multiple strategies to maximize student engagement. **Root Cause:** Lack of intentional Tier 1 student training regarding academic and social behaviors, and not enough emphasis on intentional lesson design.

Problem Statement 3: There is a significant achievement gap related to our special education students compared to our general education population on the state assessment. **Root Cause:** Special education students are lacking some prerequisite skills and require more intensive Tier II and Tier III instruction.

School Culture and Climate

School Culture and Climate Summary

Aledo High School is developing a culture of excellence. The climate is one that fosters relationships, relevance, and collaboration. AHS has a culture of success that must be maintained and built upon each year. We have experienced great success in fine arts, student organizations, academics, and athletics over the years and it is a tradition that each group wants to continue to build upon. In response to student survey data, the faculty and staff are collectively committed to establishing connections and building relationships with students and one another.

AHS is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions daily and teachers are working collectively to provide these opportunities to students. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, enjoyable learning environment for students. Team-building exercises were built into teacher in-service to support the development of a high-performing team.

The counseling program provides academic seminars, SOS Signs of Suicide, guidance lessons, small group counseling, and character education. A Student Ambassador Program has been established to provide leadership opportunities and to also ensure a smooth transition for our new students. These Ambassadors facilitated our first New Student Orientation and continue to welcome new students and do other special projects on campus.

Administrators hosted Student Success Seminars within the first 3 weeks of school to establish expectations and a campus climate that is conducive to learning.

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

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School Culture and Climate Strengths

- AHS has a collaborative culture where teams of teachers work together to ensure high levels of learning for all students.
- The instructional focus has remained the same for many years; resulting in alignment and faculty commitment.
- Most parents view school as a positive, supportive learning community.
- The school has effective safety plans.
- Involvement in campus activities is a huge strength; both in competitiveness and participation.
- Campus administration is making an intentional effort to maintain systems and structures to support the expectation of excellence as the campus grows rapidly.

Needs:

- Title IV funding (\$11,328) will be allocated for staff members to engage in professional learning opportunities.

**Note: The dollar amount represents funds shared between all AISD campuses.*

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Student wellness learning opportunities are not always engaging, relevant, and age-appropriate. **Root Cause:** Limited curriculum and program resources.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Aledo High School is comprised of veteran and new staff members that are all committed to student excellence. Teachers new to AHS participate in a campus New Teacher Induction Program where they meet once a month for training and orientation. Teacher mentors are assigned to new staff with less than 3 years of experience to support their transition into the profession and to AHS and also meet with them monthly.

Aledo High School is a learning community made of up 158 faculty and staff members. All Teachers have a bachelor's degree and are fully certified to teach their assigned courses. Many teachers also have their Master's degrees. Additionally, several teachers serve as College Board AP Graders.

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

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

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

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Staff Quality, Recruitment, and Retention Strengths

- Each teacher is a part of an assigned department for support, connection, collaboration and team-building.
- New teachers are provided a mentor and are a part of the campus and district New Teacher Induction Programs.
- Professional Learning is a part of our culture; teachers are provided opportunities to grow and improve.
- There is a high level of faculty participation in extensive professional learning opportunities: AP Institutes, AP Grading, and OnRamps Institute.
- Salary increases and the district's reputation have a positive impact on the recruiting process.
- Collaborative teaming provides support and professional learning opportunities for new and experienced teachers.

Needs:

- Title II funds (\$12,438) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.
**Note: The dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*
- Teachers are leaving the profession at a higher rate each year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The faculty and staff retention rate has decreased over the past two years. **Root Cause:** Educational challenges and expectations have increased over the last

two years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

Pre-AP and AP teachers have been trained and are utilizing the College Board Pre-AP and AP Classroom resources. The OnRamps teachers participated in a 2-week training course to equip them to facilitate OnRamps dual enrollment courses. AP Classroom and Albert IO are additional instructional resources available to teachers and students.

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

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Curriculum, Instruction, and Assessment Strengths

- There is a common instructional focus across the district and campus.
- Professional learning opportunities are directly related to the instructional focus.
- Collaborative teams are continuing to align instruction and assessment through the development of essential standards and common assessments.
- Learning walks allow campus-wide data to be collected and shared with the faculty to increase the implementation of the instructional priorities.
- A focus on student-driven learning is increasing student engagement and relevance.
- We have strong CTE programs that provide many opportunities for students to study areas of interest.

Needs:

- Title II funds (\$12,438) will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.
**Note: The dollar amount represents funds shared between Aledo High School, Daniel Ninth Grade Campus, and Aledo Learning Center.*
- Teachers are not yet implementing the district instructional focus non-negotiables at the target level.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our campus STAAR scores in English II and US History are on a decline in Meets and Masters. **Root Cause:** Campus growth, class sizes, and lack of

changes in instruction to meet the needs of changing students.

Problem Statement 2: The AP & On-Ramps US History curriculum timelines do not align with that of on-level US History resulting in challenges related to the STARR EOC assessment. **Root Cause:** The on-Level US history course follows TEKS curriculum while the college courses do not.

Parent and Community Engagement

Parent and Community Engagement Summary

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

The campus partners with PTO to provide support and resources to students and teachers throughout the school year. Additionally, a parent volunteer program was started this year. Parents attended a campus training and are volunteering in the front office and library.

Additionally, we host various parent events including Curriculum Night, the Info Expo, Just for Juniors, Senior Summit, Free Application for Federal Student Aid (FASFA) Night, Dual Credit Info Night, AP Registration Summit, and Advanced Academic Night. Parent newsletters also provide direct resources for parents to best support their students academically at home.

AdvoCats also continues to support our economically disadvantaged students with their needs during the year.

Parent and Community Engagement Strengths

- There is strong communication from the district and schools to parents on a weekly basis.
- Support from local businesses by providing resources and/or financially supporting the school district.
- Individuals outside of the community believe that we have highly effective schools resulting in rapid growth.
- Excellent parent and community involvement/presence at all student activities and support for student needs.
- Student organizations and extracurricular activities provide many community service opportunities for students.

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Needs:

- Parent involvement decreases as students enter and progress through high school.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: While parents may feel informed and connected with the school as a whole, they are disconnected from what is happening during the school day within classrooms. **Root Cause:** Lack of intentional sharing on social media and direct teacher-to-parent communication.

Problem Statement 2: Parental involvement of our economically disadvantaged and ESL families is lower than that of our overall population. **Root Cause:** Families within these sub-populations are not as connected to the school community.

School Context and Organization

School Context and Organization Summary

Aledo High school is the only high school in Aledo ISD. It serves students in grades 10-12. 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 organizational decisions. The campus also has a Guiding Coalition comprised of teacher leaders and administrators that evaluates effectiveness and facilitates necessary changes for campus improvement. These campus leaders are given a voice as they play a vital role in curriculum writing and program selection and implementation.

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

Students are offered multiple career pathway options through the five endorsements that are available at AHS. They have various course options and extracurricular opportunities available to them. The OnRamps dual enrollment program and AP program continue to grow and provide new opportunities for students. Additionally, AHS offers multiple intervention/remediation courses for students with academic gaps.

School Context and Organization Strengths

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- Increased number of collaborative teams to 24 separate teams; teachers no longer teach in silos.
- Increased number of AP, OnRamps, and CTE courses being offered to students.
- More opportunities for teacher leadership, such as mentors, Department Chairs, and collaborative team leaders.
- Flex is being utilized to maximize individual instruction, intervention, and extension.

Needs:

- Allowing students to have periods off during their junior and senior years is impacting participation in CTE courses and the campus College, Career, & Military Readiness (CCMR) data.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students are allowed to take fewer classes their junior and senior years; leaving early and devaluing instructional time. **Root Cause:** Increasing the number of courses taken by students requires additional staffing and course-offerings.

Problem Statement 2: 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, and some teachers are a part of more than one CT due to their teaching assignments.

Technology

Technology Summary

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

Software programs such as Odysseyware, Eduphoria, planbook.com, Web 2.0 tools and applications, Google Apps for Education, and Canvas are utilized by faculty and students on a regular basis. Teachers have access to Remind and email as a way to communicate regularly with parents.

The campus has additional technology resources in the science labs, the Distance Learning Center, and the library. In addition to instructional technology, the campus has the technology to ensure student safety. There are access control systems on each entrance and security cameras inside and outside the building. Students are all issued ID Badges which can be used to access the building, make purchases in the campus cafeteria, print, and check out resources in the AHS library.

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

Technology Strengths

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- The use of the Canvas LMS allows students access to instructional materials, and online learning, and prepares them for higher education platforms.
- Students all have a technology device that helps faculty maximize technology integration.
- Safety technology is implemented consistently across campus (e.g., ID badge security)
- The use of Canvas and other learning platforms has increased professional learning opportunities and it provides flexibility for teachers to engage in learning.

Needs:

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

Problem Statements Identifying Technology Needs

Problem Statement 1: Technology requests are not met in a timely manner. **Root Cause:** Staffing in the technology department doesn't meet the needs of the campus.

Problem Statement 2: Not all teachers feel equipped to maximize the use of the LMS and other technology programs being utilized. **Root Cause:** Lack of time for intentional, ongoing training.

Priority Problem Statements

Problem Statement 1: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not a consistent implementation of instructional design that provides for multiple strategies to maximize student engagement.

Root Cause 1: Lack of intentional Tier 1 student training regarding academic and social behaviors, and not enough emphasis on intentional lesson design.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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





Goals

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high-yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high-yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities such as learning lunches and Just in Time Training to learn new strategies for implementation.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.</p> <p>Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will be provided feedback regarding missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration.</p> <p>Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Daily Impact Walk Data will be shared with the faculty once a month to provide performance feedback.</p> <p>Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Department Chairs</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: A virtual Instructional Resource Library will be established where teachers can access high-yield instructional strategies and protocols.</p> <p>Strategy's Expected Result/Impact: Best practices specifically related to the instructional focus will be shared and implemented.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
				205
<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 1: How We Teach: Delivery of Instruction

Performance Objective 2: Aledo High School will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.

Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				206
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided feedback regarding missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration. Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Daily Impact Walk Data will be shared with the faculty once a month to provide performance feedback. Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices. Staff Responsible for Monitoring: Campus Administrators, Department Chairs</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: A virtual Instructional Resource Library will be established where teachers can access high-yield instructional strategies and protocols.</p> <p>Strategy's Expected Result/Impact: Best practices specifically related to the instructional focus will be shared and implemented.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.</p> <p>Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional 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 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				208
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided feedback regarding missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration.</p> <p>Strategy's Expected Result/Impact: Teachers will begin to make instructional adjustments based on the feedback received.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Daily Impact Walk Data will be shared with the faculty once a month to provide performance feedback.</p> <p>Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Department Chairs</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.</p> <p>Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Faculty will participate in district and new teacher instructional rounds.</p> <p>Strategy's Expected Result/Impact: Teachers will dig into the Learner Engagement rubric and gain strategies from their observations.</p> <p>Staff Responsible for Monitoring: District C&I Team, Campus administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of the Aledo High 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>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 86% of Collaborative Teams at AHS will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions. Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction as needed. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>				210
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative Team Leader training will be provided and CT organizational systems and strategies will be shared across content areas. Strategy's Expected Result/Impact: Collaborative team leaders will be empowered and equipped to guide their teams. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists.</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Collaborative Team Leaders and core content Department Chairs will attend the PLC at Work Institute. Strategy's Expected Result/Impact: Collaborative team leaders will be empowered and equipped to guide their teams. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Collaborative Teams will identify Essential Learning Standards for each unit of study and clarify criteria for student mastery. Strategy's Expected Result/Impact: Collaborative Teams will rate at the "Developing" level in indicator #1 by June of 2023. Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Collaborative Team meetings will be identified as protected time to prevent teachers from being pulled for ARD meetings, conferences, etc. Strategy's Expected Result/Impact: Protected time will allow teams to focus on the PLC process. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Dec	Feb	Apr	June
Strategy 7 Details	Reviews			211
Strategy 7: The master schedule will continue to be built with intention; increasing the number of collaborative teams that have time built into their schedule for collaborative team meetings. Strategy's Expected Result/Impact: Teams will have common planning time built into their schedule. Staff Responsible for Monitoring: Campus Administrators	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 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the Aledo High 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams at AHS will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				212
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative team members will develop roles and responsibilities; sharing the workload. Strategy's Expected Result/Impact: Collective responsibility will be developed within the team. Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions. Strategy's Expected Result/Impact: Team collaboration will be focused on student learning. Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders, Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the Aledo High 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>Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 77% of Collaborative Teams at AHS will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			214
<p>Strategy 2: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress. Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams. Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Teams</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborative teams will utilize District Common Assessments, Unit Assessments, and/or Benchmarks to monitor progress towards SMART goals. Strategy's Expected Result/Impact: Teachers will analyze data to ensure a focus on results and student growth.</p>	Formative			Summative
	Dec	Feb	Apr	June

Staff Responsible for Monitoring: Campus Administrators, Curriculum Specialists



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

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




Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop a pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				216
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a monthly campus paraprofessional recognition program to celebrate and honor individual commitment, hard work, and excellence.</p> <p>Strategy's Expected Result/Impact: Provide specific recognition and boost morale. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Host a parent/community engagement event at least once per quarter; utilizing video marketing materials to promote.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Counselors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Create a "day in the life" social media campaign that highlights what is going on in the life of students during the school day.</p> <p>Strategy's Expected Result/Impact: Parents are more connected to what is happening in classrooms during the school day.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Webmaster</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a parent volunteer program that includes opportunities to volunteer throughout the campus on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
Strategy 5: Create opportunities for parent input and feedback such as surveys, focus groups, coffee talks, etc. Strategy's Expected Result/Impact: Increased parent connection and engagement Staff Responsible for Monitoring: Campus Administrators	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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: For the 2022-2023 school year, Aledo ISD will increase attention to safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety web page.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the level of adult supervision throughout the building throughout the school day.</p> <p>Strategy's Expected Result/Impact: Lower discipline referrals and tighter campus security</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Conduct Standard Response Protocol training for all students, staff, and volunteers and conduct regular safety drills. Strategy's Expected Result/Impact: Higher level of preparedness and confidence in safety systems. Staff Responsible for Monitoring: Campus Administrators, AISD Police Officers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implement daily internal and external door audits to ensure all doors are secure. Strategy's Expected Result/Impact: Increased level of safety and security. Staff Responsible for Monitoring: Campus Administrators, Campus Police	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Implement the enforcement of our student ID badge accountability system with fidelity. Strategy's Expected Result/Impact: Students will wear their ID badges and be identifiable. Staff Responsible for Monitoring: Campus Faculty & Staff	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: Over the 2022-2023 and 2023-2024 school years the percentage of graduates that meet the criteria for College Career Military Readiness will be tracked as this is a 2-year indicator with accountability lagging by 1 year and will increase from 73% in 2022 to 85% for the 2024 accountability.

Evaluation Data Sources: OnRamps enrollment and pass rates; AP enrollment and exam pass rates; dual credit completion; TSI pass rates; data rate completion of TSI substitute courses; military enlistments; pass rate industry-based certifications; level I and level II certification completions, increase percentage of completer status in CTE pathways.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Increase OnRamps course offerings and enrollment by 30%. B. Maintain AP enrollment and the percentage of students who sit for exams. C. Create a strategic TSI testing plan for AHS students to include student identification, preparation, testing, and re-testing. D. Implement a TSI test substitute course. E. Increase opportunities for industry-based certifications through existing pathways by 20%. F. Create new pathways that will include opportunities for industry-based certifications from 11 to 14 pathways. G. Remove barriers to incentivize students to prepare and sit for level I and level II certifications. H. Work with a CTE advisory board and CTE student advisory board to provide input to the district on how to best communicate the advantages of the completion of and encouragement to participate in CTE pathways. I. Obtain software to assist in real-time data tracking of CCMR status.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for College Career Military Readiness to 73% in 2022 and to 85% for the 2024 accountability.</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator Director of CTE Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Student and Community Programs Director of Assessment and Accountability Executive Director of Student Services High School Administration High School Counseling Staff AP, Dual-Credit, OnRamps, and CTE Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				221

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a Tiered TSI Intervention Plan that includes a specified curriculum for designated courses, small group and individual tutorials/TSI Prep.</p> <p>Strategy's Expected Result/Impact: We will see an increase in the percentage of students who take and pass the TSI.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Advanced Academic Coordinator, Intervention & Curriculum Specialists, Hired Tutors</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Host AP Saturday review events and practice AP exams for AP Test preparation.</p> <p>Strategy's Expected Result/Impact: An increase in the percentage of students receiving a 3 or higher on AP Exams</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Administrators, AP Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement the use of AP Classroom and Albert IO as an AP progress monitoring and test preparation resource.</p> <p>Strategy's Expected Result/Impact: An increase in the percentage of students receiving a 3 or higher on AP Exams</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Administrators, AP Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				222
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Campus Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Cyndee Bowden	Social Studies Teacher
Classroom Teacher	Kyle Christensen	CTE Teacher
Business Representative	Sarah Gallaher	Business Representative
Classroom Teacher	Claire Gay	Health Teacher
Classroom Teacher	Hunter Meroney	Science Teacher
Classroom Teacher	Shawn Morin	CTE Teacher
Community Representative	Dr. Todd Kovach	Community Representative
Classroom Teacher	Emily Robison	Dance/PE Teacher
Classroom Teacher	Alexis Spencer	RLA Teacher
Classroom Teacher	Dan Shedd	Math Teacher
Administrator	Angela Tims	Principal
Non-classroom Professional	Annie Walker	Counselor
Classroom Teacher	Gillian Walker	LOTE Teacher
Parent	Jami Warner	Parent
Administrator	Loyrn Windwehen	Associate Principal

Aledo Independent School District
Aledo Learning Center
2022-2023 Campus Improvement Plan



Mission Statement

Ensuring high levels of learning for all students.

The mission of the Aledo Learning Center is to provide at-risk students with an alternative academic opportunity to earn a high school diploma.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Motto

Every Student Matters, Every Moment Counts!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Aledo Learning Center is a branch of Aledo High School. We are utilized as an intervention for high school students that have credits to recover, are enrolled but in danger of dropping out, or for students who have dropped out of school and are returning. We also support students who are expectant parents or who are currently parenting students. A majority of our students are classified as at-risk. Our students are on a self-paced, accelerated curriculum that utilizes computer programs and teacher created materials. We utilize Odysseyware and Canvas to deliver curriculum to students. These systems are aligned to the TEKS. We provide our students with a different way of learning which assists a majority of them in their quest to meet graduation requirements.

The 2022-2023 ALC Comprehensive Needs Assessment was conducted during the month of September. Staff were given this time to suggest additions, edits and revisions to the plan. A meeting was held on September 28, 2022, to review changes with our Campus Advisory Team. Team members were also allowed to suggest additions at this meeting. The team submitted the final ALC Campus Plan on September 30, 2022.

The plan will be monitored by the campus principal and the Campus Advisory Team during the months of December, February, April and June. Meetings will be held throughout the school year to update the plan.

Demographics

Demographics Summary

Staff: The ALC staff consists of 10 staff members, which include one of each of the following; principal, RLA teacher/Counselor, Science teacher, Math teacher, Social Studies teacher, two DAEP teachers, a paraprofessional, and a campus secretary.

Enrollment: We had 45 students enrolled at the Aledo Learning Center during the 2021-2022 school year. Listed below is a breakdown of our enrollment.

28 TOTAL—Students graduated-Met standards on the STAAR End of Course exams and completed the required credits for graduation.

15—Students graduated on the Foundation Graduation Plan with an Endorsement and Distinction (26 credits).

13—Students graduated on the Foundation Graduation Plan (22 credits).

11—Students were scheduled to return to ALC for the 2022-2023 school year.

3—Students withdrew from the ALC during the 2021-2022 school year.

Attendance Rate: In the 2021-2022 school year we had an attendance rate of 74.71%. This is a 9.3% decrease from the previous school year. District letters are mailed to parents when a student has excessive unexcused absences or an abundance of excused absences. When a student is absent and we have not been in contact with a parent, we call the parent to check on the absence. If a student has excessive absences a Truancy Plan is created for the student. If the student is unsuccessful with their plan, we file truancy on the student and/or the parent with our local Justice of the Peace. Several truancy cases were filed during the school year.

The ALC staff, along with assistance from the AISD Police Department, are able to make home visits to students that are struggling to attend school regularly.

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Attendance Rates for the 2020-2021 School Year:

1st Nine Weeks – 74.88%

2nd Nine Weeks – 76.41%

3rd Six Weeks – 68.03%

4th Nine Weeks – 79.51%

Ethnicity: The ethnicity composition of the Aledo Learning Center for the 2021-2022 school year was as follows:

Caucasian-33 students or 73%

Hispanic-7 students or 16%

African American-3 students or 7%

Two or More-2 students or 4%

Gender:

31-Male students

14-Female students

Special Program Participation:

Special Education-9 students

504-18 students

ESL-1 student

Economical Disadvantaged-16 students

Homeless-1 student

At-Risk Students: ALC had 38 students, or 84%, in attendance during the 2021-2022 school year that were classified as at-risk.

Teacher/Student Ratio: Teacher-student ratio depends on enrollment, student needs and availability of teachers. We strive to maintain a 10:1 student to teacher ratio.

Course Assignments/Class Assignments: Course/Class assignments are based on the student’s personal graduation plan. We assign classes based on student needs of meeting graduation requirements. There are times we double and triple block a subject when a student has a weakness in a certain subject or only has 2-3 courses left to complete.

Discipline referrals: Due to the nature of the ALC and small enrollment, student referrals are minimal. The majority of referrals were written for non-participation, breaking classroom rules, vaping and THC usage. The ALC is able to provide individual daily schedules that help reduce discipline issues. When discipline issues occur, conferences are held with the student and sometimes include the teacher, counselor, and parents. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems as they arise. The principal is available if a situation cannot be resolved. Restorative discipline is utilized, as well.

DAEP: 107 (5 repeaters) placements were made to DAEP during the 2021-2022 school year.

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1-elementary student (1 male)

10-intermediate students (5 females and 5 males)

18-middle school students (8 females and 10 males)

78-AHS/ALC/DNG students (20 females and 58 males)

DAEP Ethnicity Breakdown:

Caucasian-69 students or 64%

Hispanic-24 students or 22%

African American-5 students or 6%

Two or More-9 students or 8%

Special Programs DAEP Breakdown:

Special Education-18 students

504-29 students

ESL-9 students

Economical Disadvantaged-22 students

At-Risk Students: Once a student is assigned to DAEP, they are automatically considered at-risk. Therefore, 100% of DAEP students are at-risk.

Demographics Strengths

- All staff is focused on student success and ultimately, graduation.
- ALC serves a variety of learning styles and grade levels.
- Core content teachers are certified, highly qualified and SIOP trained, as needed.
- We had 28 graduates.
- High population of at-risk students that graduate.
- ALC and DAEP students are provided one on one instruction daily.
- RLA teacher is also ESL certified.
- Able to assist parenting students with daily essentials and daycare through AdvoCats and the AISD Early Childhood Academy.
- Home visits are made for students that are struggling to attend regularly.
- Campus Behavior Expectation document was created and utilized across the campus.
- Behavior Reward System was created and is utilized in the DAEP classrooms.

Needs

- Increase student attendance rates.

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Student Achievement

Student Achievement Summary

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, students and parents. Meeting graduation requirements is the primary goal of all stakeholders. The nature of our students requires our staff to give instruction on all TEKS as well as EOC preparation throughout the year. Methods used for EOC preparation include daily EOC warm-up activities, in-school tutorial classes, online activities (TEA Website) and the use of technology resources. Teachers identify student learning styles, and teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC utilizes a daily FLEX schedule, which includes a 35 minute core content remediation period. A student engagement period is utilized the last 15 minutes of 5th period, which is our lunch period. Positivity Project curriculum and Adulting 101 lessons are implemented during this time.

End of Course exams in 2021-2022:

- 85% EOC US History Pass Rate, 11 out of 13 students passed
- 50% EOC Algebra Pass Rate, 1 out of 2 students passed
- 100% EOC Biology Pass Rate, 2 out of 2 student passed
- 64% EOC English II Pass Rate, 7 out of 11 students passed
- 100% EOC English I Pass Rate, 2 our of 2 students passed

In reviewing the testing results for the 2021-2022 year, we realized the need to work on maintaining our strengths and continue working on our areas of weakness. We need to maintain or increase our passing rate in all subjects. Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school.

Student Achievement Strengths

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- Student intervention opportunities include daily warm-up with emphasis on STAAR End of Course preparation, differentiated instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.
- A daily Flex Period for EOC remediation occurs for all EOC content areas.
- Teachers are incorporating Thinking Maps and Critical Writing into their curriculum along with the Fundamental 5.
- Teachers are using the Rigor, Relevance and Learner Engagement rubrics to assist them during lesson planning.
- Keeping parents informed of student academic achievements through Weekly Progress Reports.
- MAP assessments for Math and RLA are administered.
- Monthly counseling guidance lessons are conducted.
- Student engagement time occurs daily at the end of lunch, P2 and Adulting 101 are implemented during this time.

Needs

- Title II - \$12,438 for Professional Learning (shared with AHS)
- Title III - \$19,880 for ESL Students (supplies and tutoring)
- Title IV - \$11,833 for Capturing Kids Hearts Training
- Increase EOC pass rate in Algebra and English II.

School Culture and Climate

School Culture and Climate Summary

As an alternative education program, the Aledo Learning Center operates differently than a traditional high school. Our students feel that it is a place where they can come and be themselves and where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that the ALC is an empathetic, encouraging environment, where students are offered countless opportunities to succeed.

The mission that all students can learn is the embodiment of the Aledo Learning Center. Students and staff work together diligently in order to make sure everyone is successful. Students are offered one-on-one instruction daily in order to meet their needs and goal of graduation.

Because the students are at-risk of dropping out, attitudes change on a daily basis. In the ALC's small environment, the teachers are able to provide additional educational and emotional support to each student. The ALC is viewed as a safe environment by both students and staff. Students come with the expectation that if they work hard they can recover credits quickly and can graduate on time or early. Staff expects students to come to school ready to learn with the goal of passing STAAR EOC assessments and graduating on-time. The students who tend to be most satisfied with the school culture and climate are those that are truly driven to complete credits, are on time for school and attend daily. Many of our students work outside of school, take care of siblings after school, or are parents who go home to take care of their own children.

For staff:

All staff are required to complete the annual Child Abuse professional learning: 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:

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Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The campus participates in the Positivity Project, which is built on 24 character traits. These traits are taught 2-3 times weekly to all students and are encouraged to be incorporated into daily activities. The campus also participates in the Start with Hello week curriculum. Students have access to the school counselor 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.

Parents were also invited to attend a Morning Mingle in September. Students were encouraged to show their parent around campus and give them insight into a day at the ALC. Teachers discussed the Positivity Project, course content delivery, Major Clarity and Adulthood 101. A repeat event will be scheduled in the spring. The Morning Mingle proved to be a more successful event than a traditional open house.

School Culture and Climate Strengths

- Caring staff that provide an encouraging environment.
- One-on-one instruction.
- Feeling of safety and a modern facility.
- Staff Member of the Month Award.
- Celebration of each student on the day that each student graduates.
- Recognition of student Bearcat of Character monthly winner at AISD board meetings, campus newsletter and social media.
- Recognition of every credit that a student earns.
- Students feeling of acceptance.
- Staff develop strong relationships with students which helps to lead to student achievement.
- Principal sends a weekly newsletter to parents and staff.
- Teachers email a weekly progress report to parents every Friday.
- Due to class size, students are more likely to ask questions when they need help.
- Students can work at their own pace. Daily and weekly goals are created by students with input from teachers.

Needs

- Full-time counselor.
- Increase parent/guardian and community involvement.
- Students need to take ownership of their learning through engagement of course content.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo Learning Center retained all but two staff members for the 2022-2023 school year. Our half-time counselor was replaced by our RLA teacher who now teaches half-time and counsels half-time. The other replacement was for our retiring social studies teacher. The ALC was also able to add an additional teacher to our staff. The new teacher is a middle school teacher that works with DAEP students. All teachers understand the varying emotional and academic needs that the ALC students possess. 100% of our teachers are considered veteran teachers. They love their positions and feel great pride in seeing their students succeed.

Staff Quality, Recruitment, and Retention Strengths

- Staff working together in collaborative teams to ensure at-risk students will be successful.
- Attendance at meaningful professional development workshops which will assist in meeting our student needs.
- The purchase of classroom instructional supplies is supported by the principal.
- The professional staff is 100% highly qualified.
- The constant awareness of staff to provide a safe learning environment for our students.
- Teacher attendance is above average.
- Staff are committed to building relationships with students that encourage students to seek help from them (both academically and emotionally).

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. Campus representatives will also attend the Alternative Education Conference. There is approximately \$1,500 allocated for ALC in Title 2.
- Increase campus counselor from part time to full time position and return RLA teacher to full-time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The instructional staff identifies areas in the curriculum and takes an active approach to designing and implementing lessons to meet individual student needs. The self-paced curriculum and teacher created materials that are used at the Aledo Learning Center are aligned to the state standards. Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

All teachers submit T-TESS goals to the principal at the beginning of the school year and focus on achieving these goals throughout the year.

All of the ALC teachers are participants in the collaborative team process. They meet weekly to update their goals and review assessment data. Data sources reviewed in the identification of curriculum and instructional needs include teacher input, student benchmarks, MAP results, student achievement data from STAAR End of Course results and student understanding of the curriculum. Campus essential standards are evaluated, implemented and monitored by the ALC collaborative team.

The ALC staff is committed to ensuring all students learn and graduate.

Curriculum, Instruction, and Assessment Strengths

- Students are provided an online learning platform to obtain their credits through Odysseyware. Canvas and teacher created materials are also utilized.
- Staff developed TEKS based instruction.
- The use of technology through computer based curriculum and interactive boards to meet student needs.
- Individualized remediation plans are developed for students that will be taking an EOC assessment.
- Whole campus guidance lessons presented by counselor monthly.
- Weekly collaborative team meetings are held to ensure that the District/campus Problem of Practice is the focus of instruction.
- MAP is used to screen RLA and math which allows teachers to pinpoint areas of remediation.
- Teachers are provided professional learning in areas related to District/campus goals.
- Major Clarity is utilized to assist students with the college planning process.
- Positivity Project curriculum is delivered with fidelity two to three times a week by teachers.
- The Armed Services Vocational Aptitude Battery (ASVAB) is scheduled to be administered on our campus for the first time, this school year.
- Adulting 101 lessons are presented weekly by staff. Parents submitted ideas and suggestions at the Morning Mingle event.
- The Rigor, Relevance and Learning Engagement rubrics are utilized by teachers when lesson planning.
- A common lesson plan template, which includes the Workshop Model framework, is utilized by all staff.

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Parent and Community Engagement

Parent and Community Engagement Summary

A majority of parents/guardians of our at-risk students want their child to be successful. The involvement of parents varies from the minimum to the maximum. Students are required to complete an application prior to acceptance to the ALC. A parent/guardian and student orientation is required with at least one parent and the student as participants. Routines and procedures are discussed in this orientation as well as our student handbook, campus behavior expectations and the Aledo ISD Student Code of Conduct. Parents are encouraged to contact the school with requests and concerns for their student's education. We encourage a team of school personnel, parents and the student to be involved with meeting the educational needs of the student. Weekly Progress Reports are emailed to parents every Friday by each teacher.

Community involvement is present when help is requested. The Aledo AdvoCats are very active in meeting the needs of students and their families with financial support in the areas of daycare, food, clothing, shelter and medical needs. The Aledo ISD Connections Mentoring Program is available to students, as needed. Christ Chapel also assist our campus with food and personal hygiene needs. Our Aledo ISD PTO supports our staff through monthly treats and provides monetary resources for our students. The Center of Hope organization is also utilized, as needed by students and families. Brookshire's supports our Staff Member of the Month and celebrates our staff throughout the school year.

The principal sends a weekly newsletter to parents and students. The campus counselor sends a monthly newsletter to parents and students and keeps her website updated with timely information.

Parent and Community Engagement Strengths

- Parents/guardians required to attend orientation before accepted.
- Weekly Progress Reports allow the parent to be kept up to date with their student's progress.
- Community organizations and businesses willing to assist our students.
- The Special Education Department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special education students.
- The staff is willing to attend new training to assist students in meeting their educational needs.
- Facebook and Twitter are used to share announcements, as well as Blackboard.
- Morning Mingle was held in September for parents with plans to do again in the spring.
- Staff Member of the Month Award provided by Brookshire's.
- The principal keeps parents and students informed of campus activities via a weekly newsletter.
- The campus also works closely with AdvoCats, Christ's Chapel and the Aledo PTO.
- Counselor emailed a needs assessment survey to parents in September and will send periodically throughout the school year.

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Needs

- Additional parental involvement is needed from parents.

School Context and Organization

School Context and Organization Summary

The Aledo Learning Center is the only alternative school in the Aledo ISD. In addition to receiving state and local funds, the school also receives federal funds.

Federal Funding will be utilized as follows:

Title I:A \$1,420: supplies for homeless students

Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

Title II, \$2,000: Professional Learning for all staff

Title III, \$19,880: Supplies, tutoring, and professional learning

Title IV, \$11,833: Activities to support safe and healthy students

ESSER Funding to provide tutorials for students with learning loss

School decision-making efforts are a coordinated effort involving a campus improvement team made up of one administrator, two teachers, one counselor, one parent, one business representative and one community representative. Teachers are actively involved in decision making at the Aledo Learning Center. The teachers and staff play a vital role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the ultimate goal of students increasing their achievement in academics, social settings, and emotional settings. The staff all had the opportunity to provide input on the campus needs assessment.

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School Context and Organization Strengths

- A safe environment is provided for staff and students.
- Staff is very concerned and dedicated to helping at-risk students be successful.
- The ALC has a strong budget built around the success of students.
- A campus Facebook page and Twitter account are used to recognize staff and students for their successes.
- The principal provides a weekly newsletter to staff and a weekly newsletter to parents and students.
- Staff, parents, and graduates are asked to complete a survey every year.
- The ALC collaborative teams meet weekly to discuss the District/Campus focus areas.
- Campus web page is kept current.
- Campus principal completes daily impact walks and T-TESS walks on a weekly basis. The principal also shares campus look for data with all staff.
- Teachers submit weekly lesson plans.
- Principal created a Google site that houses documents and websites that are commonly used by staff.

Needs

- Continue to increase the number of students graduating on 26 credit Foundation Plan with an endorsement.

Technology

Technology Summary

The Aledo Learning Center currently has 10 Chromebooks workstations in each classroom. Each classroom is equipped with a Promethean board, teacher laptop and teacher iPad. The ALC also has 20 state of the art calculators for students to utilize in the classroom and on state assessments. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. The design of our network provides the ability for our students to complete credits at an accelerated pace. Students also have the opportunity to work on their course work from home via the Internet.

Hot spots are checked out, as needed, by students, through the technology department.

Technology Strengths

- Self-paced curriculum.
- Students can work on their course work at home.
- Staff utilized technology, as needed, in their curriculum.
- Reliable infrastructure is in place to provide content via the Internet.

Needs

- Some students are unable to work on course work at home due to lack of stable internet services.
- Additional chrome-books are needed for student checkout or for use in alternate locations throughout the school day.

Priority Problem Statements

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

Root Cause 1: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

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Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district wide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	242			

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: ALC will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				243
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				244
<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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of the ALC 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>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1:</p> <p>*Teachers will clarify essential behavior learning standards for criteria for student mastery.</p> <p>*Collaborative teams will begin to use a campus developed rubric to measure evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 86% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the ALC 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				246
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the ALC 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>Strategy 1: Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: 77% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue	247			

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

Performance Objective 1: ALC will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles.</p> <p>Strategy's Expected Result/Impact: Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: ALC will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, ALC will promote parent engagement.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: ALC will promote and support parent involvement across the campus through activities such as: parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The ALC will establish a baseline by collecting the data on the attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: For the 2022-2023 school year, ALC will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: The ALC will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent to parents during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 4: Over the 2022-2023 and 2023-2024 school years the percentage of graduates that meet the criteria for College Career Military Readiness will be tracked as this is a 2-year indicator with accountability lagging by 1 year and will increase from 73% in 2022 to 85% for the 2024 accountability.

Evaluation Data Sources: Military enlistments.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Obtain software to assist in real-time data tracking of CCMR status, specifically military enlistments for ALC students.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for College Career Military Readiness to 73% in 2022 and to 85% for the 2024 accountability.</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator Director of CTE Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Student and Community Programs Director of Assessment and Accountability Executive Director of Student Services High School and ALC Administration High School and ALC Counseling Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
				251
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Cheryl Jones	Principal
Non-classroom Professional	Lindsey Coomer	Counselor
Classroom Teacher	Gayla Fernandez	Teacher
Classroom Teacher	Greg Hicks	Teacher
Business Representative	Lauren Stockon	Business Representative
Community Representative	Zach Tarrant	Community Representative
Parent	Jennifer Marcus	Parent
District-level Professional	Lynn McKinney	Deputy Superintendent

Aledo Independent School District
Daniel Ninth Grade Campus
2022-2023 Campus Improvement Plan



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Mission Statement

Daniel Ninth Grade Campus exists to ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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.**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Don R. Daniel Ninth Grade Campus is the only campus serving ninth-grade students in Aledo Independent School District. The motto at Daniel Ninth Grade is "The Beginning of Something Great," and our teachers and staff are dedicated to fostering a strong start to our students' high school years through involvement in extracurricular and co-curricular activities, clubs and leadership opportunities, and practicing high-impact work and study habits inside and outside of the classroom. The systems in place for meeting campus and individual student achievement goals include cross-disciplinary writing, interactive technology, Thinking Maps, Write From The Beginning and Beyond, Workshop Model, formal and informal assessments, small group differentiated instruction, student-driven learning, and weekly collaborative team meetings.

Our current total student population at Daniel Ninth Grade (as of September 2022) is 608 students. The campus staff is comprised of the following members: two full-time campus administrators, one part-time campus administrator, thirty-two general education teachers, three special education teachers, one nurse, one counselor, three office staff paraprofessionals, two instructional paraprofessionals, and one campus police officer. Shared staff with Aledo High School and Aledo Middle School includes 26 general education teachers, one librarian, two special education teachers, two intervention specialists, one special education counselor, one ESL teacher, one diagnostician, two intervention counselors, and one ISS paraprofessional. Additional student demographic information is outlined in the chart below.

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DNG Demographics Summary	
Female	54%
Male	46%
White	74.29%
Hispanic	16.96%
American Indian	< 1%
African American	2.80%
Asian	< 1%
Multi-Racial	4.94%
Economically Disadvantaged	17.88%
Special Education	8.29%

DNG Demographics Summary	
Emergent Bilingual	2.60%

Daniel Ninth Grade Campus is established to create a smaller, more personalized learning environment for ninth-grade students during their 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.

The Comprehensive Needs Assessment (CNA) and Campus Plan were developed over a series of two workshops (9/19/2022 and 9/20/2022). Data was gathered from the following sources in developing the Comprehensive Needs Assessment: Demographic Information, Accountability Reports & Other STAAR Data, Discipline Data, Attendance Reports, AP Planning Report, PSAT Participation Data, and Instructional Focus 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 September 30, 2022, and shared with the entire faculty for review and discussion.

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

Demographics Strengths

Strengths:

- DNG has a highly qualified faculty focused on achieving academic excellence and meeting the needs of all students. 257
- Additional faculty/staff was added to address the growing student population and instructional needs.
- Small learning community concept (one grade level) allows the campus to implement innovative programs and initiatives.
- The faculty continuously evaluates instructional practices through the professional learning community model and seeks innovative methods to meet the needs of all students.
- Campus culture is supportive and committed to a shared vision and goals.

Needs:

- We need to continue planning for future growth in the district.
- Class sizes are increasing and additional staffing will be needed in order to accommodate our growing student body.
- We need to create and build relationships with new DNG families.

Student Achievement

Student Achievement Summary

At Daniel Ninth Grade Campus, academic achievement is a high priority for all stakeholders. Common Assessments are administered in the four core areas (Math, Reading, Science, and Social Studies) every grading period. Campus administration, instructional specialists, and teachers who are organized in collaborative teams by grade level and content area reviewed student performance on each assessment. Teacher teams designate intervention and extension for students around essential standards. Students are provided with tutorials, pull-out remediation, academic seminars, intensive interventions, varied ongoing assessments, and differentiated instruction. Collaborative teams identify struggling students and develop intervention plans for them to address their individual needs. They develop a sense of collective responsibility through weekly targeted interventions and extensions during Flex. Teachers work to build relationships with their students so they know their strengths and needs. Data utilized in identifying needs are state assessment data including student group disaggregation, grade reports, teacher input, discipline data, Pre-AP course enrollment data, AP test performance, attendance rates, retention rates, and PSAT data. Open enrollment is offered for ninth-grade students to enroll in the AP Human Geography course. Total enrollment was 215 students and 82% of those students participated in the end-of-course AP Human Geography exam in May 2022. The 2021-2022 College Board AP data shows the average score for Aledo ISD AP Human Geography testers was 2.62 compared to the State average of 2.37. Eighty-eight Aledo ISD AP Human Geography testers earned a score of 3 or higher making those students eligible to receive college credit.

Don R. Daniel Ninth Grade Campus				
English I - 2022 STAAR Performance				258
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	561	91%	85%	34%
African American	5	60%	40%	40%
Hispanic	105	85%	77%	25%
White	420	93%	87%	34%
Asian	5	100%	100%	60%
Two or More Races	25	92%	88%	52%
Economically Disadvantaged	76	72%	63%	17%
Emergent Bilingual	8	25%	25%	0%
Special Education	34	50%	32%	6%

Don R. Daniel Ninth Grade Campus				
Algebra I - 2022 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	357	88%	57%	28%
African American	*	75%	50%	0%
Hispanic	82	85%	48%	15%
White	255	89%	60%	32%
Two or More Races	14	86%	71%	36%
Economically Disadvantaged				
Economically Disadvantaged	65	77%	34%	9%
Emergent Bilingual				
Emergent Bilingual	6	67%	50%	0%
Special Education				
Special Education	39	51%	15%	0%

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Don R. Daniel Ninth Grade Campus				
Biology I - 2022 STAAR Performance				
	Total Students	Approaches GL or Above	Meets GL or Above	Masters GL
All Students	554	99%	89%	54%
African American	5	100%	40%	20%
Hispanic	102	98%	83%	43%
White	416	99%	91%	57%
Asian	5	100%	100%	60%

Don R. Daniel Ninth Grade Campus				
Two or More Races	25	100%	96%	52%
Economically Disadvantaged	75	96%	68%	25%
Emergent Bilingual	8	100%	38%	0%
Special Education	33	88%	36%	6%

AP Human Geography - 2022 Advanced Placement Testing Performance						
No. Students Enrolled in Course	Students Tested	Score of 3+	2022 AISD Avg. Score	State Avg.	Global Mean	2021 AISD Avg. Score
215	82%	50%	2.62	2.37	2.7	2.63

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Student Achievement Strengths

Strengths:

- Increase in participation in AP courses and AP exams and student scores with similar performance to last year.
- Teachers incorporate critical writing and high-yield formative assessments into daily lessons.
- Use of MAP assessments in RLA and Algebra for monitoring individual skill levels for each student and developing targeted interventions for students.

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, individual and collective progress, and relevant, high-impact learning experiences are planned for during this time.
- Specific student intervention and extension time (Flex time) is offered four days a week to provide intervention and extension.
- Students meet in Advisory classes one day each week for academic seminars, student advisement for academic goals, and protected time to address campus-wide student needs

Federal funding will be utilized as follows:

- Title IA: \$1,420: supplies for homeless students
- Title IC: \$2,541: Migrant Shared Service Agreement with Region 11
- Campus Title II funds in the amount of \$4,443 will be utilized for professional learning for all staff
- District Title III funding of \$19,880 will be utilized for supplies, tutoring, and professional learning
- District Title IV funds in the amount of \$11,833 will be utilized for activities to support safe and healthy students
- ESSER Funding to provide tutorials for students with learning loss - \$7,000

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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.
- There is a discrepancy in English Language Learners' achievement on the English I EOC that is not present in the Biology and Algebra I EOC data. Our ESL program has created a new class (English Language Development and Acquisition) to support newcomers and language acquisition.
- A targeted plan to encourage a higher percentage of AP students to sit for the AP Human Geography Exam.
- Use of MAP data to track student progress and meet the goal of gaining a year's growth in English and Math in order to close achievement gaps between subgroups and meet grade-level standards.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not a consistent implementation of instructional design that provides for multiple strategies to maximize student engagement. **Root Cause:** Inconsistent campus-wide classroom procedures and routines resulting in limited learner engagement and divergent student outcomes misaligned with the intended instructional design.

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. One hundred percent of the teachers are fully certified, and they work together to maintain a safe, positive, and enjoyable learning environment for students. Daniel Ninth Grade Campus is a Professional Learning Community that is committed to ensuring high levels of learning for all students. Teachers are meeting weekly in collaborative teams to ensure a guaranteed, viable curriculum for all students. We have established a system for providing targeted interventions and extensions on a daily basis and teachers are working collectively to provide these opportunities to students.

As a campus, strong relationships among staff, students, and families are the foundation of our campus culture. The guidance program provides academic seminars, Signs of Suicide (SOS) Program, Start with Hello Program, unplugged lunch, character development through the Positivity Project, 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. A student advisory committee works closely with our staff leadership as an additional communication link between students and faculty to make recommendations in regard to instructional needs, campus concerns, student interest topics, student climate, and creating a positive learning environment.

Daniel Ninth Grade Campus has implemented student recognition through DNG Bearcats of Character to ensure students are recognized across the campus for their positive behaviors. Our students are our focus and the most important people in the school environment. Student leadership opportunities are available for our students within the classroom and through school-wide programs such as Student Council, Leading Ladies, the Student Advisory Committee, and Student Ambassadors.

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Our staff is recognized weekly through a Friday "Cheers" bulletin that allows faculty & staff to give accolades for outstanding actions observed throughout the week. We have a staff member of the month recognition program in which faculty and staff nominate a team member for excellence in the workplace.

We also have a Guiding Coalition, comprised of teacher leaders, which will routinely check the pulse of the campus, both instructionally and culturally, and make decisions for our campus.

Please note the following regarding required training:

For staff:

All staff is 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 one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking, and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover 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 our school counselor 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 are 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:

- Intentional school culture/climate programs are a focus of the staff and have created a positive, growth-based school culture. 264
- All staff work together to create a safe learning environment for students.
- The campus has embraced the PLC at Work process and teachers are meeting in collaborative teams on a weekly basis.
- Campus focuses on learning for all students as evidenced by a redefined focus and implementation of Flex.
- Teachers are flexible and are willing to take risks.
- Parents, students, and staff have the opportunity to provide campus-specific feedback in the fall and spring semesters.
- Student organizations such as Leading Ladies, Student Ambassadors, and Student Council facilitate projects and programs that promote a positive school culture.
- The school counseling program seeks input from staff, students, and parents through needs assessments to develop activities and lessons to promote a positive climate throughout the school.

Needs:

- Implementation of additional student recognition opportunities throughout the school year.
- Continue to implement campus-wide safety procedures and practices.
- Title IV funding (\$21,328) will be allocated for staff members to engage in professional learning opportunities.

**Note: The dollar amount represents funds shared between all AISD campuses.*

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the Daniel Ninth Grade administration to recruit and retain highly qualified staff. All DNG teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is a part of the Daniel Ninth expectation. As part of the PLC process, staff will be provided support and encouragement as they meet the needs of every student, every day. 90% of our staff are returning Daniel Ninth Grade staff members. We have 9 new staff members who are new to Aledo ISD, 5 of which are new-growth positions.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- The professional staff is 100% highly qualified.
- Professional Learning is provided to develop new ideas that promote student success.
- Intervention Specialists provide Tier 2 and Tier 3 support to struggling students.
- New Teacher candidates are interviewed by a committee of teachers and come prepared to show a sample lesson.
- Staff is provided with learning opportunities through relevant Just in Time training.
- Teachers will have opportunities to attend PLC training.
- All 0-3 year experience teachers who are new to Aledo are assigned a Mentor Teacher for their first year in the district.
- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success.

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Needs:

- Teachers are recognized for their accomplishments and contributions.
- Continued professional learning for staff centered around campus instructional goals.
 - Title 2 Allotment for DNG (\$4,443)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Teachers are receiving district and campus professional development to provide support as they make instructional adjustments to better align with our instructional focus. The instructional and curriculum specialists facilitate mini-professional development sessions and departmental learning opportunities for teachers in small groups to address instructional practices and continuous improvement. Core content teachers meet in collaborative teams on a weekly basis to engage in the PLC critical questions. Teachers are also working to develop clear routines and procedures that yield active participation and learner engagement. We are highly focused on instructional design that provides for multiple strategies to maximize learner engagement. Additionally, teachers are working together to develop common formative and summative assessments that may be used to guide instruction, intervention, and extension. The T-TESS process is utilized to facilitate teacher growth.

Our teachers integrate the use of technology into instruction by including Promethean Boards, Teacher iPads, student devices, WebEx, Eduphoria, Canvas, and other interactive applications. Teachers have been trained in *The Fundamental 5* Instructional Strategies, Thinking Maps, technology integration, and the workshop model and are implementing them into instruction.

Pre-AP and AP teachers have been trained and are utilizing the College Board Pre-AP and AP Classroom resources. AP Classroom and Albert IO are additional instructional resources available to teachers and students.

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

- The campus is implementing inclusion within the English I, Algebra I, and Biology classrooms.
- Teacher teams developed Year-at-a-Glance (YAG) documents for core subjects for the purpose of improving vertical and horizontal alignment of curriculum.
- Daily Impact Walks and T-TESS walkthroughs allow administrators to provide teachers with frequent feedback related to instructional practices.
- Collaborative team meetings provide time each week for teachers to engage in work related to teaching and learning.
- Daily student-centered objectives are clearly posted in all classrooms (“We will”, “I will”, and "So That I Can" statements).
- The campus offers a high number of courses and endorsement pathways for students.

- Use of shared drives to facilitate resource sharing, data disaggregation, Collaborative Team Agendas, meeting minutes, and common lessons.
- Use of MAP testing data as a supplemental tool for tracking student skill progress and supporting academic growth in Math and Reading.

Needs:

- Continued professional learning is needed for Workshop Model.
- Continued professional learning is needed regarding Rigor, Relevance, and Learner Engagement rubrics.
- Continued professional learning is needed regarding high-yield instructional strategies and practices
- Continued professional learning is needed regarding high-level questioning and academic discussion

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Our campus STAAR scores in Algebra I have not regained the success measures experienced since Pre-COVID. While the approaches, meets, and masters percentages have shown gains from the 2021 to 2022 school year, the data indicates our students have gaps in foundational math skills. **Root Cause:** Rapid campus growth and larger class sizes populated with students with diverse learning needs and readiness skills due to various degrees of COVID learning loss.

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Parent and Community Engagement

Parent and Community Engagement Summary

Daniel Ninth Grade Campus believes that student success heavily relies on parent and community involvement. We encourage participation by providing various opportunities for involvement such as parent/student orientation, An Evening with the Arts, 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 are ways the campus is trying to increase communication and transparency. Teachers also utilize Remind, Canvas, and other resources to keep parents informed.

The campus counseling team works closely with AdvoCats to support our economically disadvantaged students with their needs during the year. The campus partners with PTO to provide support and resources to students and teachers throughout the school year. The parent volunteer program was restored this year and parents were trained to volunteer for support roles within our campus. We will continue to hold volunteer trainings throughout the school year to provide additional involvement opportunities for our parent/guardian group.

DNG has also built partnerships with community businesses to support teachers and students. Specifically, DNG has partnered with ARK Family Dentistry to recognize a teacher of the month.

We hosted a Parent Orientation/Open Campus event, The Bearcat Experience/Curriculum Night, and the Info Expo. Weekly parent newsletters provide direct resources for parents to best support their students academically at home.

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Parent and Community Engagement Strengths

Strengths:

- Parent eNewsletter provides detailed and timely information to keep parents well-informed on a weekly basis.
- Ascender/Parent Portal allows students and parents quick access to students' academic progress.
- Blackboard for administrators allows for disseminating important information to parents.
- Personal Graduation Plan meetings provide a mid-year check-in with every parent to keep them involved in their student's four-year planning.
- Student organizations and extracurricular activities provide community service opportunities for students.

Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups.

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' Guiding Coalition is comprised of teacher leaders, instructional specialists, and administrators that evaluate effectiveness and facilitate necessary changes for campus improvement.

Teachers also play an active role in decision-making at Daniel Ninth Grade Campus as the administration meets regularly with small groups, departments, individuals, and the faculty as a whole. Our Guiding Coalition has been developed to help make campus-wide decisions regarding growth and improvement. 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 collaborative teams to engage in work that directly impacts student learning. The campus continues to strengthen our teaming in the PLC at Work process in an effort to ensure high levels of learning for all students.

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. The advanced academics program continues to grow and provide new opportunities for students.

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School Context and Organization Strengths

Strengths:

- The creation of a Campus Guiding Coalition has resulted in campus-wide decision-making, program development, and campus improvement.
- Collaborative team meetings are made possible during the school day due to common department planning times.
- Staff updates are shared weekly which includes a calendar of events and other relevant “need to know” information.
- Frequent feedback from staff is used to identify areas for refinement and explore creative solution-focused systems.
- Students have a wide variety of CTE courses to explore.
- Staff members offer high-interest and relevant clubs and activities (for example; STEAM Studio, Science Labs, Leading Ladies, Student Council, HOSA, Book Club, etc.)
- Staff is surveyed informally to gain feedback and gauge areas for growth and refinement throughout the year and formally once per year.

Needs:

- Continued parent and student education for the course selection process, available endorsement pathways, and graduation requirements.

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, a Laptop Computer, and a Teacher iPad. Using both "Bring Your Own Device" and district-provided Chromebooks, all students have access to a personal device for instructional purposes.

Software programs such as Odysseyware, Eduphoria, Planbook.com, Google Apps for Education, GoGuardian, and Canvas are utilized by faculty and students on a regular basis.

Teachers utilize the Canvas Learning Management System (LMS) to incorporate blended learning strategies into the instructional design.

The campus has a music tech room, two computer labs, an engineering lab, a STEAM studio, a robotics studio, a lecture hall, and a library outfitted with educational and content-specific technology/tools and Promethean Board. 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.

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.

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Technology Strengths

Strengths:

- Teachers are embedding the use of digital learning tools to maximize student learning experiences.
- All students have a district-provided or personal device to utilize on a daily basis.
- Students are showing increased proficiency with navigating and utilizing tech apps used in both professional and post-secondary institutions.
- Professional learning is provided regularly including teacher tech tips and teacher superusers for certain programs for those with questions to contact.

Needs:

- Ensuring all students have a working knowledge of the LMS and are able to interact with content within the LMS.
- Continued student instruction for digital citizenship and appropriate use of technology.

- Equipping students with necessary technical skills such as composing and responding to emails and Google Suite tools.
- While we have a large majority of the students who have checked out a district device, all students are not required to utilize a school district device which creates monitoring limitations.
- Students are required to use a District Chromebook for State testing and campus common assessments which is an obstacle that must be addressed every testing date with students who have chosen not to check out a District device.

Priority Problem Statements

Problem Statement 1: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not a consistent implementation of instructional design that provides for multiple strategies to maximize student engagement.

Root Cause 1: Inconsistent campus-wide classroom procedures and routines resulting in limited learner engagement and divergent student outcomes misaligned with the intended instructional design.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices





Goals

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Data from Daily Impact Walks





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high-yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high-yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Professional Learning opportunities will be provided to teachers throughout the year that are specifically related to the instructional priorities.</p> <p>Strategy's Expected Result/Impact: Teachers will participate in professional learning opportunities such as learning lunches and Just in Time Training to learn new strategies for implementation.</p> <p>Staff Responsible for Monitoring: Instructional Specialists, Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will meet in collaborative teams weekly to align instructional practices and share ideas.</p> <p>Strategy's Expected Result/Impact: Teachers will collaborate to ensure implementation from all members of the team.</p> <p>Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Daily Impact Walk Data will be shared with the faculty once a month to provide performance feedback.</p> <p>Strategy's Expected Result/Impact: Progress monitoring will provide feedback to teachers so they can improve the implementation of the district-identified best practices.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Department Chairs</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Daniel Ninth Grade Campus will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				279
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided continuous feedback regarding on-target implementation and missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration. Strategy's Expected Result/Impact: Teachers will be better informed to make instructional adjustments based on the feedback received. Staff Responsible for Monitoring: Campus Administration</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 3: Daniel Ninth Grade Campus will implement two identified components of the Learner Engagement rubric with fidelity that include active participation and learning environment into daily instruction in 80% of classrooms, by June 2023.

Evaluation Data Sources: Daily Impact Walks





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				280
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will be provided continuous feedback regarding on-target implementation and missed opportunities following Daily Impact Walks and T-TESS walk-throughs conducted by campus administration.</p> <p>Strategy's Expected Result/Impact: Teachers will be better informed to make instructional adjustments based on the feedback received.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Faculty will participate in district instructional rounds.</p> <p>Strategy's Expected Result/Impact: Teachers will gain a deeper understanding of the Learner Engagement rubric and gain strategies from their observations.</p> <p>Staff Responsible for Monitoring: District C&I Team, Campus administrators</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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of Daniel Ninth Grade 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>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 86% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative Team Leader training will be provided and CT organizational systems and strategies will be shared across content areas. Strategy's Expected Result/Impact: Collaborative team leaders will be empowered and equipped to guide their teams. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists.</p>	Formative			281
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative Team Leaders and core content Department Chairs will attend the PLC at Work Institute. Strategy's Expected Result/Impact: Collaborative team leaders will be empowered and equipped to guide their teams. Staff Responsible for Monitoring: Campus Administrators & CT Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: The master schedule will continue to be built with intentionality; increasing the number of collaborative teams that have time built into their schedule for collaborative team meetings. Strategy's Expected Result/Impact: Teams will have common planning time built into their schedule. Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 5 Details	Reviews			
<p>Strategy 5: Collaborative Teams will utilize formative and summative data to make instructional decisions and to guide interventions and extensions.</p> <p>Strategy's Expected Result/Impact: Analyzing common assessment data on a regular basis will allow teachers to adjust whole-class instruction as needed.</p> <p>Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the Daniel Ninth Grade Campus 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				283
Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborative team members will develop roles and responsibilities; sharing the workload. Strategy's Expected Result/Impact: Collective responsibility will be developed within the team. Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Team Leaders will generate weekly Collaborative Team agendas that focus on the 4 critical questions. Strategy's Expected Result/Impact: Team collaboration will be focused on student learning. Staff Responsible for Monitoring: Collaborative Team Leaders, Campus Administrators, Instructional Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Collaborative teams will conduct progress checks every nine weeks to determine areas of strength and needed focus related to the PLC Continuum.</p> <p>Strategy's Expected Result/Impact: Teams will conduct progress monitoring and develop strategies to address areas of needed growth.</p> <p>Staff Responsible for Monitoring: Curriculum Specialists, Collaborative Team Leaders, Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the Daniel Ninth Grade 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>Strategy 1: Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 77% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			285
<p>Strategy 2: Collaborative Teams will develop common assessments to utilize to measure student mastery and progress. Strategy's Expected Result/Impact: Teachers will use results to guide instruction, intervention, and extension. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Team Leaders</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Collaborative Teams will schedule weekly interventions and extensions where they share students across instructional teams. Strategy's Expected Result/Impact: Teachers will develop collective responsibility and team interdependence. Staff Responsible for Monitoring: Campus Administration, Curriculum Specialists, Collaborative Teams</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop a pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				286
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a monthly campus paraprofessional recognition program to celebrate and honor individual commitment, hard work, and excellence.</p> <p>Strategy's Expected Result/Impact: Provide specific recognition and boost morale. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 2: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data on the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <p>Parents are too busy; School staff seem too busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern.</p> <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement a parent volunteer program that includes opportunities to volunteer throughout the campus on a daily basis.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement and engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
				288
Strategy 5 Details	Reviews			
<p>Strategy 5: Create opportunities for parent input and feedback such as surveys, focus groups, coffee talks, etc.</p> <p>Strategy's Expected Result/Impact: Increased parent connection and engagement</p> <p>Staff Responsible for Monitoring: Campus Administrators</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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct Standard Response Protocol training for all students, staff, and volunteers and conduct regular safety drills.</p> <p>Strategy's Expected Result/Impact: Higher level of preparedness and confidence in safety systems.</p> <p>Staff Responsible for Monitoring: Campus Administrators, AISD Police Officers</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 4 Details	Reviews			
Strategy 4: Implement daily internal and external door audits to ensure all doors are secure. Strategy's Expected Result/Impact: Increased level of safety and security. Staff Responsible for Monitoring: Campus Administrators, Campus Police	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implement the enforcement of our student ID badge accountability system with fidelity. Strategy's Expected Result/Impact: Students will wear their ID badges and be identifiable. Staff Responsible for Monitoring: Campus Faculty & Staff	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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 4: Over the 2022-2023 and 2023-2024 school years the percentage of graduates that meet the criteria for College Career Military Readiness will be tracked as this is a 2-year indicator with accountability lagging by 1 year and will increase from 73% in 2022 to 85% for the 2024 accountability.

Evaluation Data Sources: OnRamps enrollment and pass rates; AP enrollment and exam pass rates; dual credit completion; TSI pass rates; data rate completion of TSI substitute courses; military enlistments; pass rate industry-based certifications; level I and level II certification completions, increase percentage of completer status in CTE pathways.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Increase OnRamps course offerings and enrollment by 30%. B. Maintain AP enrollment and the percentage of students who sit for exams. C. Create a strategic TSI testing plan for AHS students to include student identification, preparation, testing and re-testing. D. Implement a TSI test substitute course. E. Increase opportunities for industry-based certifications through existing pathways by 20%. F. Create new pathways that will include opportunities for industry-based certifications from 11 to 14 pathways. G. Remove barriers to incentivize students to prepare and sit for level I and level II certifications. H. Work with a CTE advisory board and CTE student advisory board to provide input to the district on how to best communicate the advantages of the completion of and encouragement to participate in CTE pathways. I. Obtain software to assist in real-time data tracking of CCMR status.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of graduates that meet the criteria for College Career Military Readiness to 73% in 2022 and to 85% for the 2024 accountability.</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator Director of CTE Assistant Superintendent of Curriculum and Instruction Assistant Superintendent of Student and Community Programs Director of Assessment and Accountability Executive Director of Student Services High School Administration High School Counseling Staff AP, Dual-Credit, OnRamps, and CTE Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
				291
Strategy 2 Details	Reviews			
<p>Strategy 2: Host AP Saturday review events and practice AP exams for AP Test preparation.</p> <p>Strategy's Expected Result/Impact: An increase in the percentage of students receiving a 3 or higher on AP Exams</p> <p>Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Administrators, AP Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Implement the use of AP Classroom and Albert IO as an AP progress monitoring and test preparation resource. Strategy's Expected Result/Impact: An increase in the percentage of students receiving a 3 or higher on AP Exams Staff Responsible for Monitoring: Advanced Academic Coordinator, Campus Administrators, AP Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Principal	Carolyn Ansley	Administrator
Classroom Teacher	Kim Cox	Classroom Teacher
Classroom Teacher	Elisha Woodson	Classroom Teacher
Classroom Teacher	John Robertson	Classroom Teacher
Business Representative	Ali Kovach	Business Representative
Business Representative	Janet Coble	Business Representative
Community Representative	John Flores	Community Representative
Community Representative	Susan King	Community Representative
Classroom Teacher	Valerie Redding	Classroom Teacher
Classroom Teacher	Randall Bruton	Classroom Teacher
Paraprofessional	Lisa Dansie	Library Aide
District-level Professional	Earl Husfeld	Chief Financial Officer
Parent	Angela Krall	Parent Representative
Parent	Angele Hamilton	Parent Representative
Non-classroom Professional	Mandy Fernihough	Counselor

Aledo Independent School District
Aledo Middle School
2022-2023 Campus Improvement Plan



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 944 in grades 6, 7, and 8. The campus staff is comprised of the following members: 4 campus administrators, 54 general education teachers, 5 special education teachers, 1 ESL teacher, 3 counselors, 3 instructional specialists, 2 intervention specialists, 1 part-time special education counselor, 1 part-time intervention counselor, 1 campus librarian, 1 diagnostician, 1 special education instructional facilitator, 1 speech therapist, 1 nurse, 4 office staff paraprofessionals, 1 school resource officer, 1 campus safety specialist, 1 athletic trainer, 3 special education paraprofessionals, and 1 ISS paraprofessional.

For the 2022-2023 school year, the student population at Aledo Middle School is 51% female and 49% male. The ethnic breakdown for the current school year is as follows: African American-0.8%; Asian-0.5%; American Indian-0.5%; Two or More Races-4.6%; White-77.1%; and Hispanic-16.4%. Currently, our economically disadvantaged population is 11.8%. The percent of students receiving special education services is 8.7% and the percentage of students receiving ESL services is 2.2%.

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 2021-2022 school year was 94.13% This is a 1.92% 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 2022-2023 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 2022). 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 Campus Advisory Team (CAT) worked together virtually to revise the campus plan based on the campus comprehensive needs assessment from September 26 to September 29, 2022. The plan was also 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 still relatively large (30 students).
- Our building is still under construction. While there is significantly more space, there are still areas that are not fully usable.
- Title I:A \$1,420: supplies for homeless student
- Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

Problem Statements Identifying Demographics Needs

Problem Statement 1: As our student enrollment continues to increase, course availability and class size continue to be challenges. **Root Cause:** Excellent reputation and residential and commercial growth within the district.

Problem Statement 2: Active construction on site impacts campus operations and events. **Root Cause:** Construction schedule impacted by supply issues and complications with project.

Student Achievement

Student Achievement Summary

Aledo Middle School is committed to student achievement and student success. Faculty, staff, parents, and students value and maintain high standards for achievement. 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 providing students with multiple strategies to maximize learner engagement. This is directly related Aledo ISD's Problem of Practice. To that end, 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 2021-2022

	Cycle 1	Cycle 2	Cycle 3	Cycle 4
7th Grade	3.3%	5.4%	6.1%	4.1%
8th Grade	13.7%	10.5%	14.1%	15.2%

Additionally, students are provided academic support through extensions and interventions embedded in the school day. Most typically, this support is provided during Flex. To determine student need, campus administration, instructional specialists, interventionists, and teachers organized in collaborative teams by grade level and content area review and monitor student performance, primarily around essential academic and behavioral standards. Flexible grouping is utilized to meet varied student needs. Failure rates are also monitored each grading cycle by campus administration and counselors.

For the 2021-2022 school year, AMS achieved the following proficiency levels on STAAR/EOC.

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These performance levels resulted in an overall rating of a B.

Math/Algebra I

	Approaches	Meets	Masters
7th Grade	69%	28%	9%
8th Grade	86%	57%	22%
Algebra I	100%	99%	94%

Note: This is the first year 7th Grade Advanced Math students have taken 8th Grade STAAR.

Reading Language Arts

	Approaches	Meets	Masters
7th Grade	92%	78%	59%
8th Grade	92%	78%	57%

Science

	Approaches	Meets	Masters
8th Grade	88%	69%	42%

Social Studies

	Approaches	Meets	Masters
8th Grade	81%	50%	32%

Also, this will be the first year that AMS will serve grades 6-8. Therefore, we also looked at STAAR data (Spring 2022) for students currently enrolled on our campus.

We found the following performance levels:

	Approaches	Meets	Masters
Incoming 6th Grade Reading	91%	77%	60%
Incoming 6th Grade Math	94%	67%	42%
Incoming 7th Grade Reading	92%	78%	50%
Incoming 7th Grade Math	96%	74%	43%
Incoming 8th Grade Reading	92%	78%	63%
Incoming 8th Grade Math (Took 7th Grade STAAR)	67%	32%	9%
Incoming 8th Grade Math (Took 8th Grade STAAR)	97%	78%	39%

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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, Remind, Report Cards, and Email.
- Return to in-person events such as Back to School Night, Campus Preview, and AMS in Action.
- Continued staff support is offered for all students throughout the school day.
- FLEX offered daily to provide intervention and extension.

- Eduphoria is beneficial in tracking student progress from year to year.

Needs:

- Continued professional learning around Rigor, Relevance, and Learner Engagement rubrics.
- Continue to establish and reinforce clear expectations for student behavior across the campus.
- Continue to establish and reinforce consistent classroom procedures and routines that encourage active participation.
- Continue to engage in the PLC process so that teachers can collaboratively plan and provide instructional tasks that encourage students to take risks and experience productive struggle.
- Title III funding (\$19,880) 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 additional tutorials (during the school day) 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 consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

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Problem Statement 2 (Prioritized): After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of instructional design that provides for multiple strategies to maximize learner engagement. **Root Cause:** Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

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 we transition to a 6-8 campus with ongoing construction. There is also intentional work taking place to build consistency and collaboration between AMS and MMS across grade levels and departments. 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 has also implemented a House System to foster a sense of belonging and community among students and staff. Houses meet weekly and the meetings are centered around our Positivity Project character strength for the week.

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 Positivity Project (P2), 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 representatives from all grade levels 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.

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.

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 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.

- Campus has established a Guiding Coalition that meets weekly to address campus programming and needs.
- 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.
- There is a need to continue to build a sense of unity through the campus as we have many new staff members this school year - primarily due to the addition of 6th Grade.
- Continue to implement safety procedures across the campus with fidelity.
- Title IV funding (\$11,833) will be allocated for staff members to engage in professional learning opportunities.
 - Note: this allocation is shared between all Aledo ISD campuses.

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:

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- 100% Highly Qualified Teachers
- 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 (\$8,048)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Instructional work at AMS is driven by our Aledo ISD 2022-2023 Instructional Focus. Additionally, teachers are implementing Workshop Model with a focus on thoughtful and meaningful work to support both the District and Campus Problems of Practice. This work is supported by our Instructional Specialists and Coordinators.

Teachers continue to plan collaboratively around essential 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 and Critical Writing. Teachers are also working to develop clear routines and procedures that yield active participation and learner engagement. This year, we are highly focused on instructional design that provides for multiple strategies to maximize learner engagement.

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 prepare students for online state assessment.

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.

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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.
- Continued professional learning needed for Workshop Model.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Post-COVID, our STAAR scores indicate a decline in "Closing the Gaps" - a growth measure for RLA and math. This measure negatively impacted our overall campus rating. **Root Cause:** Learning loss due to pandemic; potential discrepancy between rigor of assessment and instruction.

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. This year we have also been able to restore our Parent Volunteer program. We have conducted two volunteer sessions and will continue to hold trainings throughout the school year. Volunteers are helping in campus events, front office, library, and small group support.

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

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Needs:

- Improve parental involvement for our Hispanic and Economically Disadvantaged student groups.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parental involvement of our economically disadvantaged and ESL families is low in comparison to our overall population. **Root Cause:** Families within these groups are not as connected to the school community.

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 Student Ambassadors. The Campus Advisory Team (CAT) 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, National Junior Art 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.
- Student survey formally administered which provides valuable information for campus planning and student support.

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Needs:

- To continue to grow in the PLC process, teachers need additional time 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 with 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. By ensuring that all students have access to an approved device for instructional purposes, we have been able to eliminate cell phone use during the instructional day. We have seen positive results from this practice.

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:

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- While improving, campus data reflects that students need additional support with digital citizenship and appropriate use of social media.
- Students are not required to utilize a district device which limits monitoring capabilities.
- As student use of devices for assessment has increased, the need for a typing program has become evident.

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 only a window of time each day that technical support personnel is available to students.

Priority Problem Statements

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

Root Cause 1: Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: After an analysis of district and campus data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of instructional design that provides for multiple strategies to maximize learner engagement.

Root Cause 2: Potential discrepancy between instructional design and implementation of classroom routines and procedures that support learner engagement.

Problem Statement 2 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Study of best practices

Goals

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 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principals</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>				
				312

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 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Principal Campus Assistant Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
				313
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				314
<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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 11 of the 12 Aledo Middle School collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose. (92%)





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1:</p> <p>*Teachers will clarify essential learning standards for each unit and criteria for student mastery.</p> <p>*Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 92% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue	315			

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 11 of the 12 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. (92%)





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 92% of collaborative teams will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
				316
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 10 of the 12 Aledo Middle School collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results (83%)





Evaluation Data Sources: Ratings on the PLC at Work Continuum

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: Collaborative Teams: 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. Strategy's Expected Result/Impact: 83% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Principal Campus Assistant Principals</p>	Formative			Summative
	Dec	Feb	Apr	June
				317
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: The Athletic Department will ensure equity between Aledo Middle School and McAnally Middle School and address consistent expectations of our athletic program at both campuses during the 2022-2023 school year.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Athletic Director will observe practices/games at each of the two middle schools a combined total of six times per month and meet with all athletic coordinators once a month to review feedback.</p> <p>Strategy's Expected Result/Impact: Continuous collaboration between the two middle schools will occur each month and questions/issues and/or supply needs will be addressed in a timely manner.</p> <p>Staff Responsible for Monitoring: AMS/MMS Athletic Coordinators Athletic Director Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	319			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved budget for each project.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.</p> <p>Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue 320				





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

Performance Objective 4: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 5: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</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>				

Campus Advisory Team

Committee Role	Name	Position
Administrator	Mandy Musselwhite	Principal
Classroom Teacher	Elizabeth Kuhns	Teacher
Classroom Teacher	Sarah Brand	Teacher
Classroom Teacher	Christine Shreckengast	Teacher
Classroom Teacher	Marshal Hickman	Teacher
Classroom Teacher	Kailea Click	Teacher
Classroom Teacher	Adriane Jenkins	Teacher
Non-classroom Professional	Katy Smith	Librarian
Parent	Zach Tarrant	Parent
Community Representative	Tammy Viken	Community Representative
Business Representative	Mark Laudenheimer	Business Representative
Parent	Whitney Stone	Parent
Community Representative	Stephanie Mata	Community Representative
Business Representative	Shane Davis	Business Representative
District-level Professional	Lynn McKinney	Deputy Superintendent

Aledo Independent School District
McAnally Middle School
2022-2023 Campus Improvement Plan



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Mission Statement

To ensure high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Additional student demographic information is outlined in the chart below.

White	70.77%	
Hispanic	20.88%	
American Indian	0.35%	
African American	1.86%	328
Asian	0.70%	
Multi-Racial	5.45%	
Economically Disadvantaged	21.93%	
Special Education	9.74%	
Emergent Bilingual	3.60%%	

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

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

Demographics Strengths

Strengths

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

Needs

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

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

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

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

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

As a campus we have developed, and are improving upon, processes and instructional practices that engage students through high quality instruction. Our master schedule provides three separate grade level FLEX times of 30 minutes where teachers have access to all students in their grade level for Tier II and Tier III intervention supports. We share two intervention specialist with AMS, who are targeting students for Tier III intervention support based on MAP and STAAR data. Along with this support system, MMS will be 330 implementing small group tutorials through ESSER funding as additional intervention for students in need.

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

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

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

Student Achievement Strengths

Strengths

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

Needs

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

Title funding will be utilized for:

Title I:A \$1,420: supplies for homeless students

Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

Title II: \$8,048: Professional Learning for all staff

Title III: \$19,880: Supplies, tutoring, and professional learning

Title IV: \$11,833: Activities to support safe and healthy students

ESSER: \$7000: Funding to provide tutorials for students with learning loss

Problem Statements Identifying Student Achievement Needs

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

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School Culture and Climate

School Culture and Climate Summary

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

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

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

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

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

School Culture and Climate Strengths

Strengths:

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

Needs:

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

Problem Statements Identifying School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

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

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

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

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

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Staff Quality, Recruitment, and Retention Strengths

Strengths:

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

Needs:

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

Curriculum, Instruction, and Assessment Strengths

Strengths:

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

Needs:

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

Parent and Community Engagement Strengths

Strengths:

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

Needs:

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

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Problem Statements Identifying Parent and Community Engagement Needs

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

School Context and Organization

School Context and Organization Summary

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

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

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

School Context and Organization Strengths

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Strengths:

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

Needs:

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

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

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

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

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

Technology Strengths

Strengths:

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

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Needs:

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

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

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Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

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Support Systems and Other Data





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

Goals

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>	343			

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McAnally Middle School will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				344
<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 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				345
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1:</p> <p>*Teachers will clarify essential learning standards for each unit and criteria for student mastery.</p> <p>*Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 86% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue	346			

Goal 2: Professional Learning Community Actions

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

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				347

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2: Professional Learning Community Actions

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: 77% of Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				348

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

Performance Objective 1: The Athletic Department will ensure equity between Aledo Middle School and McAnally Middle School and address consistent expectations of our athletic program at both campuses during the 2022-2023 school year.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Athletic Director will observe practices/games at each of the two middle schools a combined total of six times per month and meet with all athletic coordinators once a month to review feedback.</p> <p>Strategy's Expected Result/Impact: Continuous collaboration between the two middle schools will occur each month and questions/issues and/or supply needs will be addressed in a timely manner.</p> <p>Staff Responsible for Monitoring: AMS/MMS Athletic Coordinators Athletic Director Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;">  No Progress  Accomplished  Continue/Modify  Discontinue </div> <div style="text-align: right;">350</div> </div>			

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

Performance Objective 3: The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved amounts for each project.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.</p> <p>Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				351


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


Performance Objective 4: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.


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


Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> Parents are too busy; School staff seem too busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 5: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</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>				

Campus Improvement Committee

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

Aledo Independent School District
Annetta Elementary
2022-2023 Campus Improvement Plan



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Mission Statement

Ensuring High Levels of Learning for all Students

Vision

Growing Greatness Through Exceptional Experiences That Empower Learners for Life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Annetta Elementary, located in North Annetta, opened on August 18, 2021, welcoming 720 students. Annetta is the largest elementary school in Aledo ISD. Our current population at Annetta is 786 students with 48.7% female and 51.3% male. The breakdown of ethnicity is as follows: African American 1.2%, Other 3.7%, Caucasian 74.6%, and 20.5% Hispanic. Our economically disadvantaged population is 19.9%. The percent of students receiving special education services is 12% and our students receiving ESL services is 3.3%. Additionally, we have 6.5% of our students receiving GT services.

Annetta is identified as a Title I school based on our demographics. Annetta is staffed with two campus administrators, one full-time counselor, one full-time nurse, one full-time instructional specialist, one part-time literacy specialist, one part-time interventionist, one full-time campus librarian, forty-six full-time instructional professionals, one full-time diagnostician, one full-time ARD facilitator, three full-time special education instructors and three instructional aides.

At Annetta, we are dedicated to ensuring that students have opportunities to master skills and knowledge while creating continuous high-quality work. Our state of the art facility has collaborative pods with flexible seating and Science lab areas, innovative technology, art and music classrooms, and a library at the heart of the school with maker space opportunities, all purposely designed to meet the needs of all our students.

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Demographics Strengths

Strengths:

- Annetta has a highly qualified faculty, certified in area of content
- K-2 teachers completed Reading Academies during the 21-22 school year
- All 3rd grade teachers and new teachers (K-3) are participating in Reading Academies for the 22-23 school year
- Annetta faculty focuses on continuously growing as a team to meet the needs of all students, through the PLC process of each Collaborative Team

Needs:

- Connecting with Emergent Bilingual families
- Family Engagement Activities
- 87% of our core faculty staff are ESL certified - 100% of classroom teachers will be certified by the end of the school year

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students have not had a consistent educational experience due to COVID and other home factors. **Root Cause:** Remote learning allowed some students to make educational choices that limited their opportunities (i.e. took the year off)

Student Achievement

Student Achievement Summary

According to data from the state released STAAR Assessment for grades 3-5 in Spring 2022, Annetta Elementary had an overall Accountability Rating- 86/B rating. Student Achievement-90/A rating, School Progress-77/C rating, Academic Growth 77/C rating, Relative Performance-not rated, Closing the Gaps-78/C rating. Annetta received two Distinction Designations - one in ELA/Reading and one in Mathematics.

Students in K-2 are assessed throughout the year using the mClass Early and Foundational Literacy Assessment. At the beginning of the year 41% of kindergartners' composite score was at or above benchmark. At the end of the year, 89% of kindergartners' composite score was at or above benchmark. In first grade, 57% of students had a composite score that was at or above benchmark at the beginning of the year and 78% of students were at or above benchmark by the end of the year. In second grade, 66% of students started the year with a composite score at or above benchmark and they finished the year with 73% of students at or above benchmark.

As a campus, we have developed and are improving upon processes and instructional practices that engage students through high quality instruction. The Annetta staff has worked to create a master schedule that allows for intervention and extension based on student needs. During WIN (What I Need) time, our teaching staff provides targeted instruction to strengthen skills and close learning gaps. Our Response to Intervention process allows for the identification of students for whom Tier 1 and Tier 2 instruction is insufficient.

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

Problem of Practice: After an analysis of district data, the campus determined that ALL students were not consistently demonstrating academic and behavior expectations. There is not consistent implementation of aspects of learner engagement, specifically learning environment and formative processes.

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Theory of Action:

- House System
 - Clear Expectations Schoolwide
 - Sense of Belonging Among and Across Campus
 - Tier 1 Positive Reinforcement
- Workshop Model
- Supporting Teachers through targeted professional learning focused on classroom environment, scenarios, procedures, and systems
- Goal Setting Binders Schoolwide
- Required parent communication quarterly

HB4545

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

- 4th Math
 - 17 students
- 4th Reading
 - 11 students
- 5th Math
 - 16 students
- 5th Reading
 - 22 students

Student Achievement Strengths

Strengths:

- A strong climate and culture around high quality work and mastery of skills and knowledge
- Specific student intervention time in the master schedule to work with small groups, addressing individual student needs
- Teachers meet weekly in collaborative teams to disaggregate data & plan intervention and extension accordingly

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Title funding will be utilized for:

- Campus Title IA: \$1,420: supplies for homeless students
- Campus Title IC: \$2,541: Migrant Shared Service Agreement with Region 11
- Campus Title I funds in the amount of \$50,000 will be utilized to support the Instructional Specialist position on the campus
- Campus Title II funds in the amount of \$7,316 will be utilized for professional learning for all staff
- District Title III funding of \$19,880 will be utilized for supplies and tutoring based on needs identified by the campus ESL teacher and administration
- District Title IV funds in the amount of \$11833 will be utilized for Capturing Kids Hearts
- ESSER Funding to provide tutorials for students with learning loss - \$7,000

Needs:

- We feel that COVID impacted the gaps in our student learning and performance. This will take time for all grade levels to get students caught up

- Continued Professional Learning on the Workshop Model to ensure fidelity in implementation
- Professional Learning in Special Education Inclusion to ensure high levels of learning for ALL students

School Culture and Climate

School Culture and Climate Summary

As a campus, strong relationships among staff, students, and families are the foundation of our campus culture.

Annetta has implemented a House System to build community and reinforce positive behavior. Our students are our focus and the most important people in the school environment. Student leadership opportunities are available for our students within the classroom and through school wide programs such as StuCo, Morning Monitors, Welcome to Annetta Committee, and Student Ambassadors.

We are committed to beginning each day with a Morning Meeting in every classroom that teaches positive character and relationship building skills through the Positivity Project. Each week, the campus starts the day with House Meetings.

We have implemented a Student of the Month program recognizing one student from each homeroom based on demonstrating taught character strengths.

We also have a Guiding Coalition, composed of teacher leaders, which will routinely check the pulse of the campus, instructionally and culturally, and make decisions on the path forward.

We are hosting multiple Family Engagement Nights, a Fall Festival, and an All Around Annetta Night to incorporate families into our school culture and build positive partnerships.

Annetta Elementary prides itself on creating an environment that is safe and allows for students to take risks. Our goal is always to ensure families feel welcome to enter our building, volunteer their time and team with teachers for the growth of their students.

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School Culture and Climate Strengths

Strengths:

- All staff work together to create a safe learning environment for students
- All teachers have received training in helping students self-regulate and use coping skills
- Annetta staff values restorative conversations in place of punitive discipline
- Student Council is being formed to promote a positive school culture and climate
- Capturing Kids Hearts to build relationships
- Student Ambassador program allows students to engage in leadership activities and increase the connectedness of all students through activities such as "Welcome to Annetta Lunches" and other activities to promote belonging
- Our Campus Improvement Committee allows for feedback to improve Annetta Elementary School and includes the whole staff, business owners, community members and parents.

The school counseling program seeks input from staff, students, and parents through needs assessments to develop activities and lessons to promote a positive climate

throughout the school.

- Staff are encouraged to give weekly affirmations to others that is shared with all the staff through the weekly newsletter.
- Staff members are recognized for their positive contributions to Annetta through the “Staying Afloat” recognition program.
- Annetta uses a House System to engage students in a sense of belonging in and across the campus

Needs:

- Continue to implement with fidelity safety procedures throughout the school
- Culture Celebrations such as National Hispanic Heritage Month and Black History Month events
- Continue to organize and structure the activities sponsored by the student leadership groups.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

It is the intention of the Annetta administration to recruit and retain highly qualified staff. All Annetta teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is a part of the Annetta expectation. As part of the PLC process, staff will be provided support and encouragement as they meet the needs of every student, every day. For the 22-23 school year, six new classroom teachers were added to fill vacancies for newly added teaching sections. Additionally, 6 teachers were hired to fill positions vacated by teachers who moved on to other opportunities.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Professional staff are 100% highly qualified
- Professional Learning is provided to develop new ideas that promote student growth and success
- Staff Member of the Month is selected by peers
- “Staying Afloat” Oar Award to selected and presented from staff to one another
- Instructional Specialist and Early Literacy Specialist coach teachers and provide support regularly
- Intervention Specialist to provide Tier 2 and Tier 3 support to struggling students
- New Teacher candidates are interviewed by a committee of teachers and come prepared to show a sample lesson
- Staff is provided with learning opportunities through relevant Just in Time training
- Teachers will have opportunities to attend PLC training
- Professional staff members set goals and track progress on those goals throughout the school year, to ensure growth and success
- Teachers will participate in Instructional Rounds at other elementary schools to reflect on best practices and gain new ideas for immediate implementation

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Needs:

- As a fairly new campus, teachers need time to establish professional relationships, procedures, and routines to effectively meet the needs of their students
- Teachers recognition for accomplishments and contributions
- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is \$7,316 allocated for Annetta
- As a Title 1 campus, funding has been allocated to provide additional professional learning opportunities in the core areas of instruction. There is \$7,316 for Annetta staff

- 87% of our teachers are ESL certified. Those that aren't will be given information to get their certification this year

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The Annetta Elementary staff believe that consistent implementation of district initiatives, aligned curriculum, effective instruction and progress monitoring through formative and summative assessment are the key to student growth and achievement. Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of the TEKS, district curriculum guides, assessment, and research-based resources.

Curriculum, Instruction, and Assessment Strengths

Strengths:

- The professional abilities of the Annetta teachers and their desire to continue to learn the most effective teaching strategies for not just their class as a whole, but for each unique child
- Teachers believe in district initiatives and implement them consistently
- Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond and Fundamental 5 Instructional Strategies
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Assessment-data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers
- Meeting in Professional Learning Community to collaborate and share instructional strategies
- Empowering team leads to take ownership of their CT's and WIN time in order to make these times useful and to ensure ALL students are learning
- Data Binders - Each student will maintain a binder with relevant data point to show and celebrate growth throughout the school year

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Needs:

- Ongoing professional development for workshop model to ensure that all teachers are differentiating and meeting the needs of all students
- Ongoing professional development focused on high-level questioning and academic discussion
- Create more targeted interventions and extensions for all students through our PLC process
- Resources in a timely manner and communication that aligns to when we receive those resources

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, the campus determined that not ALL students were not consistently demonstrating academic and behavior expectations. There is not consistent implementation of aspects of learner engagement, specifically learning environment and formative processes. **Root Cause:** Lack of procedures and systems within classrooms to promote learner engagement

Parent and Community Engagement

Parent and Community Engagement Summary

Annetta believes that family and community involvement plays a vital role in the success of students. The campus is working strategically to connect with families. Our families are very important to the educational process as well as to the safety and security of our school.

Parent and Community Engagement Strengths

Strengths:

- Watch D.O.G.S program
- Raptor sign in/out system
- Parent Volunteers - Ongoing Volunteer 101 Training Opportunities
- Active PTO
 - PTO supported events (Skating Across the Decades)
- School Newsletters all help make our parents feel a part of the school and educational process
- Student Leadership Opportunities
 - Morning Monitors
 - StuCo
 - Student Ambassadors
- Parent representatives on school health advisory committee (SHAC)
- All Around Annetta
- Fall Festival
- Literacy and Lemonade (A Grandparents and Grand Adults Event)
- Choir Concerts
- Scholastic Book Fair
- Kindergarten Round Up
 - Kinder Kamp

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- Annual PTO Food Drive
- Coffee Conversations with the Principal
- Popsicles with the PrinciPAL
- Start with Hello Week
- Red Ribbon Week
- Teacher-Parent Communication (phone calls/conference once a nine weeks)
- Daily Happy Happenings on Facebook

We involve the community through our AISD app, district and campus website, parent emails and Remind texts, Aledo ISD and Annetta Elementary Facebook page, Annetta Art Page (insta), and our PTO newsletter.

Social Media:

Instagram @annettabearcatsart

Facebook: Annetta Elementary & Aledo ISD

Needs:

- Continued Volunteer 101 Trainings
- Family Events Focused on Student Learning

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School Context and Organization

School Context and Organization Summary

Annetta Elementary is a K-5 elementary school that opened in August 2021. Annetta staff and the PTO have worked together to ensure staff and students have the support necessary to provide an exceptional educational experience. Annetta will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Annetta staff are actively involved in decision making. Our team leads have taken on leadership roles with their departments. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole.

School Context and Organization Strengths

Strengths:

- Teachers meet weekly for Collaborative Team Meetings as part of the PLC and use data to plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Organized PTO with multiple opportunities for volunteering and supporting students and staff

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Needs:

- Continue looking for ways to create and improve our home-school partnerships

Technology

Technology Summary

Annetta Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. Our classrooms are equipped with a chrome book for each student along with a Promethean Board with keyboard for all to use. Each grade-level pod is also equipped with one of the interactive boards. Teachers also have an iPad to facilitate instruction. Our staff is trained in Workshop Model and various Learning Management Systems that are used to meet and support learning standards. The district has streamlined the log-on process for students and staff with a single sign-on through Launchpad.

Technology Strengths

Strengths:

- Teachers utilize Remind and weekly newsletters to keep parents informed (upcoming assignments, announcements, deadlines, etc.)
- As a campus, we utilize technology via social media to highlight high levels of learning and engagement happening across the campus
- Professional learning provided regularly including teacher tech tips
- Teachers integrate technology into instruction on a daily basis
- As a campus, we have teacher superusers in certain programs for those with questions to contact

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Needs:

- Making sure all students have working knowledge of Learning Management System and are able to independently interact with content within the LMS
- Technology training to keep teachers current on apps and tools for learning

Priority Problem Statements

Problem Statement 1: After an analysis of district data, the campus determined that not ALL students were not consistently demonstrating academic and behavior expectations. There is not consistent implementation of aspects of learner engagement, specifically learning environment and formative processes.

Root Cause 1: Lack of procedures and systems within classrooms to promote learner engagement

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

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Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data





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

Goals

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				376
<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 1: How We Teach: Delivery of Instruction

Performance Objective 2: Annetta Elementary will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				377
<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 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				378
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 90% of the Annetta collaborative teams campus-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 90% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				379
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 100% of the Annetta collaborative teams districtwide 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 100% of collaborative teams campus-wide will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				380



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 80% of the Annetta collaborative teams districtwide 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>Strategy 1: Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: 80% of Collaborative Teams campus-wide will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
				381
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





Evaluation Data Sources: The paraprofessional turnover rate will be less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-between; 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 style="text-align: right;">382</div> </div>			

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

Performance Objective 2: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the campus will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June ³⁸³
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <p>Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern.</p> <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Pod doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior pod doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Campus Officer Campus Administration Campus Staff</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>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Annetta staff and Campus Improvement Committee, consisting of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment.

Staff Meeting: September 6, 2022

Campus Improvement Committee Meeting: September 23, 2022

Campus Improvement Committee Meeting: September 26, 2022

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Committee met on September 22, 2022 and September 26, 2022 to review the needs assessment narratives and campus goals. The committee includes teachers, administrators, staff, parents, community members and business members. 385

2.2: Regular monitoring and revision

The Campus Improvement Committee will meet throughout the year to monitor formative and summative goal data.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be available on our campus web page for parents and the community to review.

2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

2.5: Increased learning time and well-rounded education

The campus administration strategically created a master schedule to ensure maximized instructional time in each content area.

2.6: Address needs of all students, particularly at-risk

- Interventionist works with Tier 3 students to ensure growth and achievement

- ESSER funds will fund tutors to address the needs of at-risk students

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan will be reviewed annually.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus web page.

4.2: Offer flexible number of parent involvement meetings

- Title 1 Meeting - September 15, 2022
- Title 1 Meeting - September 20, 2022

5. Targeted Assistance Schools Only

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Holly Elgin	Principal
Administrator	Alyssa Seay	Assistant Principal
Instructional	Karen Arthur	Dyslexia Teacher
Classroom Teacher	Stefanie Good	3rd Grade Teacher
District-level Professional	Mercedes Mayer	Director of Communications
Instructional	Amanda Moore	Gifted and Talented Teacher
Classroom Teacher	Cindy Smith	Kindergarten Teacher
Classroom Teacher	Kellie Truitt	1st Grade Teacher
Classroom Teacher	Lauren Drew	4th Grade Teacher
Classroom Teacher	Christina Henderson	5th Grade Teacher
Classroom Teacher	Violet Aguiar	2nd Grade Teacher
Business Representative	Lauren Davis	Business Representative
Business Representative	Lee Ann Goode	Business Representative
Community Representative	Lynne Carpenter	Community Member
Community Representative	Lana Hoover	Community Member
Parent	Toni Harvey	Parent
Parent	Courtney Edwards	Parent

Aledo Independent School District
Coder Elementary
2022-2023 Campus Improvement Plan



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Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing Greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Coder Elementary School is located at 12 Vernon Road in Aledo, Texas. It is one of six elementary schools that serve students in Kindergarten through 5th grade. The school has a population of 556 students. The ethnic representation is 6 Asian students at 1.08%, 3 Black - African American students at 0.54%, 428 White students at 76.98%, and 22 Two-or-More Race students at 3.96%. 105 of the students at Coder are economically disadvantaged, 56 students are at-risk, 18 students are emergent bilingual, and 58 students participate in Special Education. 18.88% of students at Coder receive Free/Reduced Lunch. The students of Coder Elementary have an attendance rate of 96.6% each day.

Coder Elementary can be described as a well-established and friendly learning community that promotes many school/family/community partnerships, has high instructional expectations and a wide variety of opportunities for students to expand their learning experiences. Coder is growing in diversity and varied economic backgrounds. At this school, we believe that all students can learn. With that thought in mind, Coder focuses on character education and leadership skills through activities involving all students, such as Class Dojo and Positivity Project. Specific attention is given to student achievement through Professional Learning Communities, authentic literacy, interactive technology, Thinking Maps, Write From The Beginning, formal and informal assessments, and small group differentiated instruction.

Demographics Strengths

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Strengths:

- Community involvement and support
- Parental involvement
- Professional Learning Community analyzes data to target areas of academic need and ways to improve teaching practices

Needs:

- Continue to plan for staffing needs in accordance with the needs of the student population
- Continue to use data to better serve our at-risk population through targeted interventions
- Continue to promote and celebrate diversity as the student population continues to change

Student Achievement

Student Achievement Summary

At Coder Elementary School, our students consistently make progress and achieve high academic standards. Teachers use formal and informal assessments to monitor student progress in learner-centered and teacher-facilitated classrooms. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers manipulate the content of lessons, the process of learning, and student products to differentiate instructional strategies used to meet the needs of diverse learners in our school. Coder holds quarterly RTI meetings with each grade level to discuss the needs of each individual student based on multiple pieces of data. This information is housed in a progress monitoring tracker and used to group students for intervention and determine how best to utilize our intervention and early literacy specialists.

Identified areas of improvement at Coder Elementary are the learning environment, enhanced use of higher-level questioning, and increased academic discussion. Coder will place a strong emphasis on improving the learning environment in the classroom by building strong relationships with students in order to allow them to use their unique talents to showcase their knowledge. Coder is working hard to build a community that works together to accomplish campus-wide behavioral and academic goals. According to the 2022 STAAR Results at Coder Elementary, our overall SPED population showed growth in all areas, Meets, Masters, and Approaches in math. Also, our EcoD population showed growth in all areas in ELAR. As a campus, Coder showed an increase in reading in all areas, Meets, Masters and Approaches, and in all subpopulations. Coder received an accountability rating of A and received three distinctions in Science, Postsecondary Readiness, and Comparative Closing the Gaps.

Problem of Practice

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

Theory of Action:

- A new school-wide behavior monitoring system that is based around Class Dojo positive percentages, student reflections, and goal-setting will be used.
- Student academic goal-setting and data tracking will be emphasized to promote ownership and engage students in classroom activities.
- Lesson plans will be built around the workshop model which elicits learner engagement.
- Strategic professional development opportunities will be offered to promote learner engagement (ex. Kagan).

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Student Achievement Strengths

Strengths:

- Available assessment data including district common assessments and benchmarks, MAP, DRA, MClass, IXL, and Lexia is consistently used to determine school-wide curriculum and teaching strategies in order to differentiate instruction for students.
- Support programs are in place that are designed to help supplement and/or extend learning including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, Reflex Math, IXL, Write from the Beginning and Beyond, and Lexia.
- Instructional resources such as the literacy library, media center, Chromebooks, workshop model, and instruction through small group instruction (Daily Five, math stations, etc.) are used to enhance achievement.

- Staff support all learners through the PLC process and weekly collaborative team meetings.
- ESSER Funds in the amount of \$7,000 will be utilized to support student tutorials

Needs:

- Overall STAAR scores in math did not show expected growth.
- Increase of student-led goal-setting and regular data discussion and reflection that include all students.
- Focus on differentiated lesson delivery and activities that support the learning styles of students who fall under the economically disadvantaged population.

Title Funding Will be Used as Follows:

Title I:A \$1,420: supplies for homeless students

Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

Title II, \$7,316: Professional Learning for all staff

Title III, \$19,880: Supplies, tutoring, and professional learning

Title IV, \$11,833: Activities to support safe and healthy students

ESSER Funding to provide tutorials for students with learning loss

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Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Problem of Practice: After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** There is limited evidence of instructional strategies used by teachers to facilitate academic discussion that incorporates student interest. Also, there has not been a systematic campus-wide behavior plan in place since COVID.

School Culture and Climate

School Culture and Climate Summary

Many leadership opportunities for students and staff are offered to elicit more involvement in campus culture-building activities. Some of these opportunities include, a teacher-led Culture Club, a teacher-led Performance Team, Runners Club, Student Council, Flag Crew, and student-led announcements.

Based on Panorama results, teacher feedback, and instructional walk data, a new campus-wide behavior program has been developed. Students of the month are based on admirable character and qualities which align with the Positive Performance program. A new celebration assembly and "Celly Day" will also take place each quarter to recognize students for their growth and accomplishments. A campus-wide implementation of ClassDojo will be used to track student behavior and recognize their effort of working towards the campus goal of being at 90% positive Dojo points. Students will have the opportunity to earn a visit to the incentive room and enjoy other experiences every 9 weeks based on their Dojo percentage. Finally, opportunities for strategic recognition of student successes in both the school and classroom will be developed by teacher leaders using student input to create a positive and encouraging school climate.

School Culture and Climate Strengths

School Culture and Climate Strengths

- Parents regularly share that Coder is a great fit for the cultural and emotional needs of their students.
- We encourage student leadership through student council and other student activities.
- Runner's Club is now offered for all students in grades K-5.
- Teachers have multiple opportunities to lead on campus.
- The campus provides student support activities such as Dot Day, Hello Week, Coder Tailgate Party, Theme Thursday, Science Night and World Read Aloud Day.
- Partner with the high school (art, Bearcat Besties, etc)

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Needs:

- Offer a selection of more diverse clubs to promote opportunities for diverse groups of students to become involved in campus activities.
- Implement strategic campus recognition of student successes by hosting award ceremonies each grading period, recognizing students on announcements and awarding students with spirit tags.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Coder Elementary has an experienced and highly qualified staff consisting of 56 members. 37 of these staff members are teachers. Coder teachers receive support from an Instructional Specialist, Early Literature Specialist, plus an Intervention Specialist and a Special Education Instructional Facilitator. The Coder staff has a large percentage of staff members having additional endorsements on their certifications such as ESL, Gifted and Talented, and Early Childhood. Coder staff members participate in professional development activities that integrate cross-curricular instruction. Teachers are trained in differentiating instruction, the Science of Reading, and Thinking Maps. All new teachers are provided staff development that includes: T-TESS, TBSI, New Teacher Orientation, district Gifted and Talented Training, and Fundamental 5. Teachers in Kindergarten through second grade also receive training in Really Great Reading, Guided Reading, Shared Reading, and Interactive Read Alouds. The 3rd grade teachers along with the assistant principal are completing the TEA required Reading Academy this school year.

In order to give teachers a voice and the opportunity to impact the instructional decisions for the campus, Coder teachers participate on committees that oversee all aspects of the school including safety, parent/community involvement, professional development, teacher morale, school events, and site-based decision making. Coder uses the Guiding Coalition to help facilitate collaborative team meetings and determine areas for academic growth on campus. Grade level collaborative teams meet once a week as a professional learning community. The work of collaborative teams focuses on Learning, Collaborative Culture, and Evidence of Student Learning.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

- Ventures, a structured interview process, is used at each interview to screen applicants. 395
- Staff attends research-based staff development in instructional practices, the Science of Reading, Fundamental 5, Thinking Maps, High-Level Questioning, Workshop Model and Promoting Academic Discussion through FSGPT (Frequent Small Group Purposeful Talk).
- Teachers target instruction to meet district, campus, and grade-level goals.
- Teachers are adept at creating lessons with digital components that are housed in Seesaw and Canvas Learning Management Systems.

Needs:

- Coder has several new teachers that were hired just before or after the school year started. These teachers will need support as they transition into the new position.
- Coder staff lacks the diversity that reflects the population of our campus.
- Recruitment via job fairs will help increase the number of candidates per job posting.
- More than 25% of Coder staff is new, so intentional time for team-building will be built into staff meetings.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

After an analysis of district data from the 2021-2022 school year, the following areas were identified as our district focus areas for the 2022-2023 school year:

- Ensuring academic progress/growth for all students:
- Engaging learning environment

In an effort to increase academic progress for all students and to create an engaging learning environment for students, AISD developed an instructional focus that targets three areas including:

- What We Teach – Standards driven curriculum and teaching to the depth of the standards
- How We Teach – Focus on 8 cognitive skills (Thinking Maps), Fundamental Five, Rigor and Relevance and Engagement, Workshop Model
- Authentic Literacy – Authentic Literacy (K-2), Write From the Beginning and Beyond

A district-wide, narrow focus on the best practices outlined in the AISD instructional focus will increase the quality of instruction in Aledo ISD through building teacher capacity with district instructional expectations. Professional learning for staff is based on district and campus needs and is aligned to our district instructional focus areas. The academic direction and expectations at Coder mirror those of the district.

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Curriculum, Instruction, and Assessment Strengths

Strengths:

- Several specialists including, Early Literacy, Intervention, and Special Education are used to assist teachers with planning appropriate teaching strategies for all students and to intervene with struggling students.
- Instructional Rounds Process is utilized as a system-wide strategy to support teaching and learning in all classrooms and provides Coder Elementary with overall areas of reinforcement and refinement.
- Aledo ISD has provided the opportunity for additional staff members to attend the Professional Learning Community (PLC) Institute.
- The Coder Elementary staff contributed to the curriculum writing teams that developed district common assessments aligned to the rigor of the state standards.
- Student goal-setting and the utilization of data folders in all grades will take place.

Needs:

- Monitor progress for all students to ensure they are growing academically.
- Strengthen the backwards design process to ensure that classroom instruction is aligned to the rigor of district assessments.

- Seek out and provide more training for teachers specific to the needs of the students on campus.
- Provide meaningful extension opportunities for students who demonstrate proficiency of standards.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** After effects of COVID has caused interrupted schooling and non-traditional class participation has led to a deficit in the learner environment and engagement.

Parent and Community Engagement

Parent and Community Engagement Summary

Coder faculty and students encourage family and community participation in meaningful activities that support school climate and student learning. Opportunities for parent and community engagement events include family nights, daily opportunities to volunteer in the school, Parent-Teacher Organization (PTO), and other special school events. A website dedicated solely to Coder volunteer opportunities and information is updated regularly to communicate new campus offerings. There are also many community businesses, partners, and social service agencies that work with the school to provide multiple resources such as teacher mentors, AdvoCats, Connections Mentors, and financial assistance that support Coder's staff and families. Parent and community involvement is solicited through their participation on the Site-Based Decision-Making Committee, PTO, District-Wide Effectiveness Improvement Committee (DWEIC), and Student Health Advisory Committee (SHAC). Several student groups are being utilized to help improve student engagement. The Student Council plans fundraisers which support the local community, our new Runner's Club invites parents to participate and lead, and a new Garden Club is currently in the works per parent volunteer request.

Parent and Community Engagement Strengths

Strengths

- The PTO has built strong support for Coder through the offering of volunteers, time, money, and resources. They helped plan and fund our Coder Signing Day block party over the summer and Grandparent/Special Guest Day in September.
- Multiple communication platforms are used to communicate with parents such as newsletters shared through Blackboard, Instagram, Facebook, Smore, school/teacher website, Coder Volunteer website, Class Dojo, Twitter, Seesaw, Canvas, and the Parent Portal.
- Positive and supportive relationships have been established with school mentors and social service agencies like AdvoCats and Snack Pack Buddies.
- Communication with parents and community partners has greatly benefited all stakeholders.

Needs:

- We need to find ways to involve community members from all neighborhoods that feed into Coder.

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have gone to great measures to ensure that Coder Elementary is financially stable and has the funding necessary to support school endeavors. Their support along with the use of Title I funding has given Coder the means of purchasing instructional materials and supplies in order to provide a sound educational environment, meet the needs of the ever-changing student population, and provide enrichment opportunities. In addition to financial support, Coder Elementary is a safe, secure facility.

Throughout each school year, the facility is maintained and modified based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance requests are efficient, being sent through SchoolDude digitally. This allows staff to input maintenance requests and makes it easy for administrators to quickly review and approve the requests. Coder staff strive to ensure good stewardship of monies by verifying that all purchases are related to school goals. Campus administrators seek input from the Guiding Coalition, a teacher leadership group, to identify and purchase instructional resources that best support Coder students based on academic need. Teachers may also submit grant applications to the Aledo Education Foundation as an additional means of financial support used to increase academic achievement. Teacher input will be sought to determine significant needs of the building.

School Context and Organization Strengths

Strengths:

- PTO and community partners provide continuous financial support for the campus through fundraisers and donations.
- The Cheers for Coder organization has donated playground equipment which is awaiting delivery before the project begins.
- Teacher requests for supplies and teaching resources are made on an as needed basis to ensure that all purchases are timely and connected to learning goals.
- Recent safety audits show that Coder has a safe and secure facility.

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Needs:

- Teachers have requested a more positive overall building appeal including benches outdoors, green space, and building repairs completed.

Technology

Technology Summary

Coder administration and staff regularly review data in the areas of student achievement, teacher walkthroughs, and parent/teacher surveys to formulate the yearly campus action plan. Much of this data is housed electronically in automated internal systems such as Eduphoria, AESOP (Frontline), Parent Portal, and the Employee Access Systems. The increase in usage of instructional technology including StemScopes, Envision, Lexia, Imagine Math, Learning Ally, SeeSaw, Reading A-Z, Generation Genius, i-Ready, WebEx and assorted “web apps” such as Twitter, Facebook, Parent Link, Dojo and Remind directly impacts instruction and student learning at Coder. Staff members have continued to utilize these tools and have branched out to share information with parents through the incorporation of these systems and programs.

New this year is our campus-wide behavior system which relies heavily on ClassDojo. Teachers give and take away points based on student behaviors. Students are able to purchase items and experiences with their points and/or positive percentage score. The usage of this application to inform our student’s social and emotional growth and make campus decisions is essential for Coder Elementary. Goals are set by students using these percentages and reviewed three weeks using formal reflections. Staff members will work to become further accustomed to entering, accessing, and sharing data with students and parents using the automated internal systems as a means of school improvement.

Technology Strengths

Strengths

- ClassDojo is utilized campus-wide using a teacher created system.
- Staff members are using automated internal systems to support academic achievement. Chromebooks are available for every student on campus.
- Organization systems through Google that provide teachers with easy access to critical campus information and student data.
- Data tracking systems are used to organize student information to help make accurate intervention decisions.
- Admin uses Aristotle and Go Guardian reports to monitor safe device usage.
- Video announcements are student-led.
- Multiple web-based resources for students to access on and off campus.
- Increase in the amount of STEM equipment and technology used in the library.

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Needs:

- Purposefully incorporate technology applications to enhance learner engagement.
- Utilization of International Society for Technology in Education standards to drive the purpose for technology integration in lessons.
- Increase in the use of technology to strategically enhance the lesson cycle.

Priority Problem Statements

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

Root Cause 1: There is limited evidence of instructional strategies used by teachers to facilitate academic discussion that incorporates student interest. Also, there has not been a systematic campus-wide behavior plan in place since COVID.

Problem Statement 1 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

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
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>	404			

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Coder will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				405
<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 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				406
<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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 100% of the Coder Elementary 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>Strategy 1: Collaborative Teams will:</p> <p>Indicator #1:</p> <p>*Teachers will clarify essential learning standards for each unit and criteria for student mastery.</p> <p>*Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 100% of Collaborative Teams at Coder will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue 407				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 100% of the Coder Elementary 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 100% of collaborative teams at Coder will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				408
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 100% of the Coder Elementary 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>Strategy 1: Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: 100% of Collaborative Teams at Coder will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				409

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

Performance Objective 1: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			410
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

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

Performance Objective 2: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.





Evaluation Data Sources: External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</p>	Formative			Summative
	Dec	Feb	Apr	June ⁴¹²
<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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

Evaluation Data Sources: The paraprofessional turnover rate will be less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue	413			

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Coder Guiding Coalition and Site-Based Committee which consists of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment and the campus improvement plan.

Guiding Coalition and Site-Based Meeting: September 13, 2022

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Coder Guiding Coalition and Site-Based Committee which consists of classroom teachers, professional staff, parents, community members and business representatives reviewed and updated the 8 areas of the comprehensive needs assessment and the campus improvement plan.

Guiding Coalition and Site-Based Meeting: September 13, 2022

2.2: Regular monitoring and revision

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Coder Guiding Coalition meets monthly to monitor progress toward goals outlined in the campus improvement plan. The site-based committee meets quarterly to review progress and provide feedback regarding campus improvement.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be posted on the campus webpage for all stakeholders to access.

2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

2.5: Increased learning time and well-rounded education

The campus master schedule was created with the goal of maximizing instruction time. Intervention time is built into the master schedule.

2.6: Address needs of all students, particularly at-risk

An interventionist and early literacy specialist serve students who are tier 3, and ESSER funds will be used to hire tutors in math and reading to ensure the needs of students at-risk are met.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The Campus Improvement Plan is reviewed each year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus webpage.

4.2: Offer flexible number of parent involvement meetings

Title 1 Meeting - September 20, 2022.

5. Targeted Assistance Schools Only

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Tanner Holmes	Principal
Administrator	Shanna Smith	Assistant Principal
Classroom Teacher	Kendall Ferguson	KG Teacher
Classroom Teacher	Paige McCarthy	2nd Grade Teacher
Classroom Teacher	Jenny Tubbs	1st Grade Teacher
Classroom Teacher	Allie Sooter	3rd Grade Teacher
Classroom Teacher	Jeff Crissey	4th Grade Teacher
Classroom Teacher	Olivia Young	5th Grade Teacher
Non-classroom Professional	Kelly Mogk	Dyslexia Specialist
Non-classroom Professional	Tori Baxley	ESL Specialist
Parent	Rob Brewer	Parent
Community Representative	Pam Snowden	Community Member
Business Representative	Ashley Everett	Business Partner
Paraprofessional	Shiloh Smith	SPED Paraprofessional
Parent	Liz Link	Parent
Community Representative	Pressly Smith	Community Member
Business Representative	Matt Morris	Owner AVC

Aledo Independent School District
McCall Elementary
2022-2023 Campus Improvement Plan



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Mission Statement

The Mission of McCall Elementary is to provide each student a safe, positive, and nurturing environment where students, staff, and parents work together to embrace life-long learning.

The Aledo ISD Mission Statement:

Ensuring high levels of learning for all students

Motto:

"What begins here changes the world."

#McCallFamily #GrowingGreatness

Vision

Aledo ISD Vision Statement

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Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

McCall Elementary proudly serves 567 students (as of September 2022) in Kindergarten through Fifth Grade and is located in Willow Park, Texas. It is one of six elementary schools in Aledo ISD. The ethnic representation is 2% African American, 22% Hispanic, 67% White, 1% Asian, and 8% two or more races. 15% of the students at McCall are economically disadvantaged, 2% are English Language Learners (ELL), and 13% participate in Special Education. The students of McCall Elementary have a daily attendance rate of 96%. There is a successful balance between academic, arts, and extracurricular opportunities. Students in grades 4 and 5 have the opportunity to participate in Student Council. A positive and supportive community of parents and an active PTO contribute to McCall's success. A Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in various meetings. McCall Elementary can be described as a welcoming, friendly learning community that promotes many school/family/community partnerships, has high instructional expectations, and a wide variety of opportunities for students. McCall has a growing student population and varying levels of economic backgrounds. The McCall student pledge ends with the phrase, "What begins here changes the world!" and teachers truly believe that all students can learn and become life-long learners. Specific attention is given to student achievement through cross-disciplinary literacy, interactive technology, Thinking Maps, Write From The Beginning and Beyond, Workshop Model, formal and informal assessments, small group differentiated instruction, and weekly Collaborative Team meetings. ⁴²⁰

Demographics Strengths

- The various student populations of McCall are supported not only through the academic instructional dedication of teachers but also through the social support provided by various community organizations and extracurricular opportunities after school.
- There is a high level of parental involvement inside and outside the school.
- The staff find ways to connect with ELL families by partnering with district administration to register students, as well as assess ongoing needs and offer services and support.

Demographic Needs

- We need to continue planning for future growth in the district.

- We need to plan and adjust how our campus will adjust and improve with future growth in the district.

Student Achievement

Student Achievement Summary

According to data from the state released STAAR Assessment in August 2022, McCall Elementary had a State Assessment Participation Rate of 93%. The overall Accountability Rating was 96/A rating. This included: Student Achievement-92/A rating, School Progress-94/A rating, Academic Growth-94/A rating, Relative Performance-77/C rating, and Closing the Gaps-100/A rating.

McCall Elementary teachers continue to improve their use of formal and informal assessments to monitor student progress. Teachers differentiate instructional strategies to meet diverse learners' needs. Intervention techniques such as small group instruction, flexible grouping, and targeted skill instruction are used to increase student achievement. Teachers have the autonomy to adjust the content of lessons, the process of learning, and student products to provide differentiation for student needs. In addition, the increased use of instructional technology has created an interactive learning environment for all students.

Identified areas of improvement include aligning instructional goals with the state testing standards, teaching to the depth of the state standards, and using Curriculum Assessments to analyze student data. Raising the rigor of student critical thinking, increasing the relevance of student learning experiences and engagement, and improving their ability to write across content areas, as well as making a year's worth of growth will be the main focus areas. Staff development and vertical alignment will be utilized to meet these goals. McCall Elementary staff will work together in collaborative teams each week to plan interventions and extensions for students. Teachers will continue to use high yield instructional strategies (Fundamental 5, Thinking Maps, Write From the Beginning, Workshop Model, Positivity Project, and other 422) Social emotional needs and growth will be the hub of our teaching as we develop responsible, respectful learners through Positivity Project and modeling.

As a campus, we have implemented district instructional practices and developed processes that engage students through high quality instruction. The master schedule was developed to allow for intervention and student tutoring.

Student Achievement Strengths

- Available assessment data, DRA, IXL, MAP Growth, mClass, and Lexia reports are used to modify teaching strategies in order to differentiate instruction for all students. Support programs are in place that are designed to help supplement and/or extend learning including Special Ed Co-Teach, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, IXL, Write from the Beginning and Beyond, Lexia, Really Great Reading, Heggerty, Reflex, and the Positivity Project.
- Instructional resources such as the literacy library and media center are utilized daily across the campus.
- Technology and software resources are utilized including Promethean Boards, student chromebooks, IXL Math, Lexia, Reflex Math, Prodigy-Reading/Math, Really Great Reading (Phonics), Canvas, Seesaw, STEMScopes, and ClassFlow.

- Weekly collaborative team meetings allow for specific instructional design and training to support all students.

Use of Title Funding

- Title I-A funds in the amount of \$1,420 will be used for supplies for the homeless.
- Title I:C funds in the amount of \$2,541 will be used for Migrant Shared Service Agreement with Region 11.
- Title II funds in the amount of \$5,853 will be utilized for professional learning for all staff..
- Title III funding of \$19,880 will be utilized for supplies and tutoring based on needs identified by the campus ESL teacher and administration.
- Title IV funds in the amount of \$11,833 will be utilized for supplies, tutoring, and professional learning.
- Title IV funds in the amount of \$11,833: will be used for activities to support safe and healthy students.

ESSER funds (HB4545) in the amount of \$5,000 will be utilized to provide tutorials for students who have demonstrated significant learning loss.

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Student Achievement Needs

- We will continue to close the achievement gap for Hispanic, Economically Disadvantaged, and ESL students in all core areas.
- We will continue to stress critical writing across all content areas through additional trainings.
- We will attain one year of growth in Reading and Math for each student.
- We will continue to provide teacher training for the Co-Teach Model.
- We will provide Workshop Model training.
- We will continue to provide support and training in instructional design for the campus Problem of Practice.

School Culture and Climate

School Culture and Climate Summary

Campus level teacher surveys were reviewed along with parent and visitor informal feedback. The surveys and informal feedback indicated that McCall has an overall positive climate and culture. Systems such as the weekly McCall Parent and Staff Memos, McCall Facebook page, and Remind communications have been put into place so that survey participation percentages continue to increase, and participation in upcoming surveys is strongly encouraged. Teacher surveys indicated that staff-leadership relationships were favorable (87%). Campus Leadership was ranked highly in the areas of: trust, friendliness, support during challenging times, respect, fairness, caring, understanding of staff personal life challenges, and keeping the best interest of the school in mind.

School Culture and Climate Strengths

- District and school-wide safety procedures are in place and are regularly practiced by staff and students.
- Student leadership and safety are encouraged through Student Council service projects and activities.
- Watch DOGS and volunteers play a significant role in promoting school-wide positive expectations and building a warm and nurturing school environment. This program will continue to be advertised via the parent memos, and McCall Facebook page. 424
- McCall provides student support activities such as Start with Hello, 5th Grade Clap-Out, Comfort Dogs, Grandparents/Special Guests Night at the Book Fair, Sneak Peek, McCall Tailgate, and Red Ribbon Week.
- Strategic campus recognition of student character qualities will continue. Teachers recognize students for outstanding character and are celebrated monthly campus-wide. Additional student recognition is provided via the McCall Family Brag Board. When recognized, students come to the front office, write their name on the brag board, ring the bell, and have their picture taken.

School culture and Climate Needs

- We will encourage greater parent participation in the use of district-provided online resources.
- We will continue working on consistency in campus procedures through the Behavior Matrix.
- Work is ongoing to create an inclusive environment where all students feel like they belong. Campus leadership is involved in a district-wide effort to intentionally create a safe space that not only recognizes high performers, but also works to celebrate each student in unique ways.
- We will encourage participation to complete staff and parent surveys at the campus level.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McCall Elementary has an experienced and highly qualified staff of 40 teachers which includes: 31 general education teachers, two SPED co-teachers, one Functional Academics teacher, one Dyslexia teacher and one half-time Dyslexia teacher, five professional support staff members, a General Education Counselor, a half-time ESL teacher, an Instructional Specialist, one Gifted and Talented teacher that splits time with two other campuses, a Librarian, one half-time Early Literacy Specialist, one half-time Intervention Specialist, one half-time Special Education Facilitator, a Speech Pathologist, and one Diagnostician. The McCall faculty has a large percentage of staff members with additional endorsement certificates such as ESL, Gifted and Talented, Early Childhood, and Special Education. The McCall staff members participate in professional learning activities that integrate cross-curricular instruction. The teachers are specifically trained in differentiating instruction, cross-disciplinary literacy, formative assessment, workshop model, frequent constructive feedback, and Thinking Maps. All new teachers are provided staff development which includes: T-TESS Training, TBSI Training, New Teacher Orientation, Gifted and Talented Training, and Fundamental 5 Training. New staff who are not certified in ESL are required to take and pass the certification test for ESL.

The committee reviewed the following:

- Highly Qualified components and requirements of Every Student Succeeds Act (ESSA) and the requirement of maintaining 100% compliance.
- All teaching staff new to McCall will participate in district-wide cross-disciplinary literacy (K–2nd Grade teachers), Write from the Beginning and Beyond training, and Thinking Maps training. Teachers with less than three years of experience are also required to have a campus mentor for one year.

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Staff Quality, Recruitment, and Retention Strengths

- 100% of teachers and staff members will attend district-wide staff development in addition to campus staff development.
- The staff attends research-based professional learning in instructional practices such as cross-disciplinary literacy, Fundamental 5, Thinking Maps, formative assessment, Workshop Model, frequent constructive feedback, Rigor, Relevance, Engagement Rubrics, and Professional Learning Communities.
- Teachers target instruction to meet campus and district goals.
- Ventures, a structured interview process, is used at each interview of potential staff members.
- A committee consisting of administration, the instructional specialist, the librarian, and classroom teachers conduct the interviews.

Staff Quality, Recruitment, and Retention Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$5,853 allocated to McCall.
- We would like to increase the diversity of our staff.
- We will promote intentional communications with Human Resources concerning future employment changes (ex. notification of retirement as early as possible, change in school districts, changes in career, etc.)
- We need to conduct additional training in RTI procedures for both behavior and academic needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and instruction at McCall are TEKS-based. McCall teachers intentionally design instruction for students by embedding district required components: We will/I will/So that I Can statements, HOT (Higher Order Thinking) questions, critical writing, and purposeful academic discussion. This year there will be an enhanced focus on high-yield formative assessment, frequent feedback, critical writing, lesson framing, and the workshop model in order to better align the campus instructional focus with the district Problem of Practice. The curriculum is aligned through the district Scope and Sequence. Interventions by support personnel such as the ESL teacher and Dyslexia teachers are structured for small group instruction and individual progress and success. Our campus instructional specialist and half-time intervention specialist also provide support in all areas.

Students are assessed to determine reading levels and work toward progress in fluency and comprehension within small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics skills are taught using Heggerty, Really Great Reading materials, and Fountas and Pinnell. In grades 3-5 RLA teachers use the Write from the Beginning and Beyond program and Pearson for English Language Arts and Reading instruction. The following programs and resources are used to support classroom instruction for other subjects: Math-Pearson and IXL; Science-Stemscopes; Social Studies.-Social Studies Weekly and Scholastic News. Programs and resources are utilized to provide evidence of student achievement such as common assessments, mClass, Reading Playground, Lexia, MAP, IXL, and DRA. Feedback from these tools allows teachers to tailor instruction to the individual needs of students.

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Curriculum, Instruction, and Assessment Strengths

- We meet as Professional Learning Community Collaborative Teams to focus on learning, a collaborative culture, and a results orientation.
- Teachers believe in the District Instructional Focus and implement the initiatives consistently.
- All grade level teaching staff prior to the 2020-2021 school year participated in Instructional Rounds as an observer or observee at least once during each semester. The 2022-2023 school year Instructional Rounds are currently scheduled for October 20, 2022 and February 7, 2023.
- Teachers follow the District Scope and Sequence for each grade level and content to ensure quality instruction that is equitable to other campuses across the district.
- Formative and summative assessment data drives instruction and the implementation of re-teaching and intervention is facilitated by individual teachers.

Curriculum, Instruction, and Assessment Needs

- We will continue to monitor academic progress for each student to ensure that all students are growing academically.
- We will continue to increase proficiency in writing across all grade levels and all content areas.
- We will continue to refine our campus RTI process.
- We will continue to increase learner engagement, relevance, and rigor in all classrooms.
- We will continue to refine extensions for students who have demonstrated proficiency.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, McCall found deficits in academic discussion at the developed level or higher. **Root Cause:** Professional development and specific feedback on academic discussion are needed.

Parent and Community Engagement

Parent and Community Engagement Summary

Methods of parent communication and engagement include but are not limited to:

- Parent Messages - text, email, and Remind
- Digital Marquee
- Weekly Principal's Newsletter via Smore
- Campus & Classroom Facebook and Twitter pages
- Classroom Newsletters
- Parent Portal (grades and attendance)

Parents are provided many opportunities to become active participants in their child's education, including but not limited to:

- Kindergarten Meet the Teacher
- Watch D.O.G.S. (Dads of Great Students)
- Fall Sneak Peek, Spring Showcase
- Choir Concerts
- Dyslexia Awareness Month, Hispanic Heritage Month, Native American Heritage Month, Black History Month, Asian and Pacific Islander Heritage Month
- Start with Hello Week
- Book Fair (fall and spring)
- Grandparent/Special Guests Evening
- Kindergarten Round-Up
- Parent Reps on School Health Advisory Committee, DWEIC, and the District Growth Committee
- Student Council Service Projects

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- PTO Food Drive
- Aledo PTO
- Coffee with the Principal, Assistant Principal and Counselor - each semester
- Aledo Reads
- McCall Fall Tailgate
- Veteran's Day Program
- After School Choir Performance
- Cardboard Arcade
- Family Nerf Wars
- Family Skate Night

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Parent and Community Engagement Strengths

- McCall has strong PTO partnerships which allows us to have volunteers, lunchroom help, staff meeting snacks, quarterly luncheons, Teacher Appreciation Week activities, and many other projects.
- We have a strong WatchDOGS program with our male assistant principal leading the way.
- Snack Packs are provided weekly by local churches.

Parent and Community Engagement Needs

- We would like to improve and increase parental involvement for our Economically Disadvantaged student group to better understand of their needs.
- We will continue to solicit parent input and feedback on committees.
- We would like to increase participation on parent surveys.

School Context and Organization

School Context and Organization Summary

Aledo ISD, PTO, and community partners have ensured that each campus is financially stable and has the funding necessary to support school endeavors. Their support has given McCall the means of purchasing instructional materials and supplies in order to provide a sound educational environment and meet the needs of the children here. Teachers submit grant applications to the Aledo Education Foundation as an additional means of soliciting financial support for academic endeavors. The facility is well maintained based on collaboration between campus administration, district maintenance, and custodial staff. Maintenance and technology requests are expedited through the Technology Help Desk and School Dude systems.

There is a strong partnership between campus and district leadership.

School Context and Organization Strengths

- There is a strong partnership between campus administration and district maintenance and custodial staff has led to a well-maintained and safe facility for students and staff.
- Available funds are utilized efficiently and appropriately to provide high-quality teaching resources.
- In collaboration with McCall teaching staff, administration has secured numerous impactful teaching and intervention resources such as L.L.I. kits and Generation Genius.
- Community support provided by the Aledo PTO and AISD Community Partners provides an additional layer of support that enhances teaching and learning on campus.

School Context and Organization Needs

- We will continue looking for ways to improve home-school partnerships.
- We will continue to encourage campus staff to engage in positive communication while maintaining transparency when interacting with one another.

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Technology

Technology Summary

Ongoing training will continue to be a need as new programs and equipment are utilized at McCall. Opportunities for the integration of new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop and Ipad, a class set of chromebooks, and a Promethean Board, which utilizes both ClassFlow and Active Inspire software. There is also a cart of 30 Chromebooks for campus-wide use.

All teachers are using Promethean Boards effectively in their classrooms. New strategies are shared with staff.

Blackboard, Eduphoria, Social Media (Facebook with #growinggreatness and #mccallfamily), Canvas, SeeSaw, Remind, and improved assessment instruments have been integrated into our campus practice. Google has expanded communication streams throughout the campus and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

Technology Strengths

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- We have implemented a campus-wide initiative using SeeSaw for grades Kindergarten through Second Grade student work portfolio. Ongoing usage and training will empower teachers and increase their confidence with the platform.
- Canvas has been successfully implemented in Grades 3-5 with teachers utilizing the platform weekly.
- Remind has been implemented as a fast and effective form of communication between parents and students.

Technology Needs:

- We would like to have on-going yearly technology training for all staff including relevant content examples and modeling with feedback and follow-up.
- We will continue to train and support teachers in K-2 with SeeSaw and Grades 3-5 with Canvas implementation.

Priority Problem Statements

Problem Statement 1: After an analysis of district data, McCall found deficits in academic discussion at the developed level or higher.

Root Cause 1: Professional development and specific feedback on academic discussion are needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

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

- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration</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: McCall Elementary will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				437

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation. Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed. Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023. Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				438
<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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of the McCall Elementary 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>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 86% of Collaborative Teams McCall Elementary will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of the McCall Elementary 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams at McCall Elementary will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				440
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the McCall Elementary 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>Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: 77% of Collaborative Teams at McCall Elementary will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-between; 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 style="text-align: right;">441</div> </div>				

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

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for McCall Elementary.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	442			
<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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.


Performance Objective 2: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, McCall Elementary will promote parent engagement through numerous activities on and off campus.


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


Strategy 1 Details	Reviews			
<p>Strategy 1: McCall Elementary will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: McCall Elementary will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 3: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Service Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: All Campus Officers Campus Administration Campus Staff</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>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Amy Sadler	Administrator
Administrator	Jake Bean	Administrator
Parent	Adobi Moemenam	Parent
Parent	Melissa Kakalecik	Parent
Business Representative	Matt Chapel	Business Owner
Community Representative	Beth Harris	Community Member
Business Representative	Brett Webster	Business Owner
Community Representative	Haley Key	Community Member
Non-classroom Professional	Stacy Cliver	Special Education
Non-classroom Professional	Carol Rodgers	ESL
Classroom Teacher	Shara Hetherington	Second Grade
Classroom Teacher	Andrea Ferreira	Fourth Grade
Classroom Teacher	Hannah Loftin	Kindergarten
Classroom Teacher	Dannette Sessions	Third Grade
Classroom Teacher	Kathleen Porras	Music
Classroom Teacher	Lori Harbuck	Fifth Grade

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Aledo Independent School District
Stuard Elementary
2022-2023 Campus Improvement Plan



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Mission Statement

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

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stuard Elementary is a campus serving Kindergarten through 5th grade. There are 57 staff members: 36 teachers, 12 professional support, 2 campus administrators, 4 educational aides, and 3 specialists (instructional, reading and intervention).

Our campus is 82.42% White, 10.6% Hispanic, 5.15% Two or more races, 1.07% African American, .53% Asian, and .18% American Indian or Alaskan Native. There are 11.01% of students receiving Special Education services and 7.79% of our students are served in the Gifted and Talented Program. The campus is 4.78% Economically Disadvantaged, 5.84% At-Risk, and .87% English Learners. Our attendance rate is 96.84%. There were no students with disciplinary placements. The demographics of our campus have been consistent for the past three years.

Demographics Strengths

- The student population has been consistent in comparison data for the last three years.
- Although there has not been a large shift in our demographics, our student needs are changing. Student diversity is increasing slightly each year and we must meet the needs of all students.

Needs:

- Continue working on closing the performance gaps of subgroups.
- Increase student writing opportunities across all content areas.

Student Achievement

Student Achievement Summary

Our overall Accountability Rating was an A with distinctions in ELA/Reading, Science, Comparative Academic Growth, Postsecondary Readiness and Comparative Closing the Gaps. Student Achievement had been consistent in most areas and we had major increases in every category of our STAAR assessments.

- Number of Students at Approaches Grade Level Standard or Above increased from 91% to 95%
- Number of Students at Meets Grade Level Standard or Above increased from 68% to 80%
- Number of Students at Masters Grade Level Standard or Above increased from 40% to 57%
- Special Education at Approaches Grade Level or Above increased from 55% to 76%

Assessment is used to guide instruction. Grades K-2 use DRA and mClass to determine reading levels and all grades use Lexia as an online supplemental resource. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science and writing. Tutorials and small group instruction are provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing and science for our economically disadvantaged, Special Education and EL students.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, DRA, mClass, MAP Growth and online supplemental resources such as IXL and Lexia Core 5 for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports and RTI process monitoring records.

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Student Achievement Strengths

- Teachers are able to meet the academic needs of the students. This is a school-wide effort from Kindergarten to fifth grade, from PE to Library and from the Office to the Cafeteria. Strengths include Authentic Assessments, a good balance of success and challenge to grow student learning and the use of multiple teaching styles to accommodate the multiple student learning styles.
- Student academic needs are changing. We are encountering students who are struggling in reading and math at the lower grades and need differentiated and small group instruction in the classroom. Although we are meeting many student needs, we need to be sure that we've considered all least restrictive placements through RtI before we make the move to Special Education or 504 referrals. As more data becomes available, we will need to see how the STAAR test information dictates our student and teacher needs. We need to ensure that we are meeting the needs of our English Language Learners, Economically Disadvantaged students as well as Special Education students. Our school needs to continue to provide opportunities for student-created projects as a means of assessment.

Needs

- Title I: A \$1420: Supplies for homeless students.
- Title I C \$2541: Migrant Shared Services Agreement with Region XI.
- Title II \$5853: Professional Learning for all staff.
- Title III \$19880: Supplies, tutoring and professional learning.
- Title IV \$11833: Activities to support safe and healthy students.
- Continue to increase our goal of closing performance gaps for all students.
- Continue to work on increasing student writing opportunities across all content areas.

School Culture and Climate

School Culture and Climate Summary

The climate and culture of Stuard Elementary is good. There is a sense of professionalism and team when interacting with all staff. Students are empowered to be leaders within themselves as well as within our school. There are many opportunities for students and staff alike to be leaders within the school. This leadership results in a positive, supportive environment for students and parents. We introduced the P2 program last year, which is implemented throughout our school and the district.

The staff continually searches for best practices to increase our school climate and make positive changes to our school culture.

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.

Stuard participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-5 and includes developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For the student program 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

- Empowered staff and students, professionalism by the staff, staff teamwork, parental support, and administrative support are our strengths. Students, parents, and staff feel safe at school and are able to focus on learning. Staff utilizes a Social Contract, high student expectations, and a safe physical environment to help strengthen our school culture and climate.
- Safety is also a concern addressed through new policies and procedures such as the emphasis on classroom doors locked and closed when not in use. A districtwide Bullying Prevention program that includes various reporting opportunities has been implemented throughout AISD.

Needs

- Title 2 funding, \$5853.
- Title 4 funding, \$11833.
- Continue to provide multiple opportunities for teacher trainings using these funds.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Stuard Elementary staff members are all highly qualified. Staff development opportunities are offered to help staff meet the identified needs of the students. Staff input is solicited throughout the year to empower all staff to reach their full potential. There are open lines of communication to the administrative staff to make sure the expectations are the same for all students, staff and parents.

All staff are required to complete flex time and certified teachers are required to complete 6 hours of GT updates. Teacher goal setting in collaboration with campus administration is required through T-TESS.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified. Various resources are provided to all staff including staff development, department meetings, grade-level meetings and administrative meetings. Faculty meetings are scheduled regularly, CIC meetings are scheduled regularly and Collaborative Teams are required to meet once a week. There is administrative support of the staff.
- All staff is expected to grow and to be challenged. Administration must be prepared to encourage and coach staff to reach their full potential. A comprehensive research based professional development on differentiated instruction, reaching all students and RtI continues to be a need as student needs change. Teacher support systems must work together to help retain quality professional staff.

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Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$5853 allocated for Stuard for professional learning for all staff

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: After analysis of staff concerns, staff morale needs to be addressed to ensure quality staff recruitment and retention. Social and emotional well being of staff is crucial in creating a positive environment which directly affects students daily. **Root Cause:** Staff retention concerns due to competition for highly qualified staff with other local ISDs and decrease in staff due to additional responsibilities placed upon teachers such as emotional well being of students.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The curriculum, instruction, and assessment are strengths at our campus. Instruction and assessment are aligned. There are many conversations about curriculum at Stuard which lead to the sharing of many instructional techniques that can benefit all students. Successes on state assessments are evidence of our aligned curriculum and consistent instruction in the classrooms. AISD is working toward full district alignment. The continued use of Fundamental 5 practices, the use of Thinking Maps taken to the Frame, Frequent Feedback, Formative Assessments and Critical Writing in grades K – 5, Expository Writing through Thinking Maps and Authentic Literacy are some of the keys to our success.

Curriculum, Instruction, and Assessment Strengths

- Sharing of ideas, team planning, and consistent instruction are all strengths. Success on state-mandated assessments and sharing in the education of our students is a definite strength. Parental support is also a major strength in our student and staff success. Consistent use of Thinking Maps taken to the Frame, Fundamental 5, Critical Writing, and Authentic Literacy are also initiatives that are being addressed. Our Scope and Sequence and Vertical and Horizontal Alignment are a strength at our school and in our district.
- Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class; this indicates that teachers will need to be more aware of their instructional delivery to better reach all students in a class. We need to continue to look for professional development opportunities for our staff so that we meet the needs of our students; specifically with Special Education and Economically disadvantaged students. 456
- Although our student demographics aren't changing in an extreme manner, the student needs appear to be changing. More students are experiencing difficulty in receiving instruction in the same manner as the majority of the students in class; this indicates that teachers will need to be more aware of their instructional delivery to better reach all students in a class. We need to continue to look for professional development opportunities for our staff so that we meet the needs of our students; specifically with Special Education and Economically Disadvantaged students

Needs:

- Consistent use of Thinking Maps taken to the Frame/taken to writing across all content areas.
- Continue to refine our GT program in order to meet the unique needs of our student population.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: After an analysis of district data, Stuard staff have noted that there was not consistent evidence of Higher Level Questioning during Campus Instructional Rounds, Lesson Plan Review and Daily Classroom Walkthroughs. **Root Cause:** Alignment and consistent focus over time on research based instructional practices to enhance HLQ opportunities for academic discussion is needed.

Problem Statement 2: After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 3 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Parent and Community Engagement

Parent and Community Engagement Summary

There is a very real sense of community with the Stuard Elementary family. Parents, staff, and students all feel a part of the process. Communication such as the weekly Stuard Parent Newsletter and weekly Stuard staff Monday Morning Memo has played an instrumental role in keeping everyone on the same page and striving for the same goal. Our families are very important to the educational process as well as to the safety and security of our school.

Parent and Community Engagement Strengths

- Raptor sign-in/out system, Volunteer coordinator, PTO, marquee sign, and weekly parent newsletters all help to make our parents feel a part of the school and the educational process. Past activities have included: Runner's Club, Veteran's Day Program, Watchdogs, Cowtown 5K, Grandparent's Day Reception, Stuard Fall Fest and an active PTO. We involve the community through our AISD app, Remind App, Stuard Web page, Stuard Facebook Page, Teacher web pages as well as our PTO newsletter.
- School-wide procedures and regular CIC meetings to ensure consistency and relevancy.

Needs:

- Continue to communicate with all stakeholders and with our community.

School Context and Organization

School Context and Organization Summary

Stuard Elementary is one of 6 elementary schools in Aledo ISD.

In addition to receiving state and local funds, Stuard receives Title II, Title III, and Title IV Federal Funds.

School decision-making is a coordinated effort of a site-based Campus Improvement Committee (CIC) consisting of teachers, a teaching assistant, campus administrators, business representatives, community representatives, and parent representatives.

There is a need for differentiated instruction (small groups) in reading, writing, and math. We are able to meet that need through our grade-level meetings, Response to Intervention (RtI), computer programs such as Map Growth, Lexia Core 5, IXL, M Class, and small group instruction. We are continually analyzing student data to ensure that student needs are met through individualized instruction or small group instruction through RtI time, reorganization of schedules to include grade-level meetings, common planning time, and Collaborative Team meetings. District initiatives have also been implemented: Critical Writing, Authentic Literacy, Fundamental 5, and Thinking Maps.

School Context and Organization Strengths

- Our school works well as a team. When there is a student or teacher need, other staff members are quick to offer help and resources. Staff members have been open to the changes that have been made in the best interest of student success. Staff continually seeks growth opportunities through workshops, webinars, and collaborative professional development. 459
- We must continue to be open to change and be able to adapt to student needs. We must be vigilant in assessing our student needs and making any changes necessary to our scheduling to accommodate their increasingly diverse needs.

Needs:

- Student's needs are changing and we must continue to grow staff to prepare to meet all student needs.

Technology

Technology Summary

There have been district wide technology upgrades. The student-to-technology device ratio has been improved. There is, approximately, one device for every student. There are iPad Pros and Promethean ActivPanels for every classroom teacher. Staff development has been provided to ensure that instruction is enhanced through technology. Students can use these to access the learning management system (LMS), See-Saw (K-2), and Canvas (3-5).

Technology Strengths

- Appropriate staff development and resources are available to all staff. Technology work order system is in place to allow for direct teacher assistance in a very short turnaround time. Technology is updated and available daily. Technology and operations work in unison to allow as little downtime as possible for computers and technology equipment.
- As student needs change, access to varied instruction through technology is imperative. We need to be sure that we are keeping up with the technological advances to reach each student and to help all students excel as our society becomes more and more technologically advanced. Software that can enhance and support classroom instruction should be sought out and made available to all students. We need to be sure to stress to our students and staff that technology is a means, not an end.

Needs:

- Continue professional development in technology needed to ensure that we are meeting the needs of our students and staff.

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Priority Problem Statements

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

Root Cause 1: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes & tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic & social behaviors.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data

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Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data





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

Goals

Goal 1: How We Teach: Delivery of Instruction

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence district wide by June 2023</p> <p>Staff Responsible for Monitoring: Campus Administration District 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>				
				464

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Stuard Elementary will implement two identified components of fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time by June 2023





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023 Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction Strategy's Expected Result/Impact: 100% of teachers will utilize critical writing in daily instruction by June 2023 Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				465
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: How We Teach: Delivery of Instruction

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

Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				466
<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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of Stuard Elementary collaborative teams campus-wide will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams Will:</p> <p>Indicator #1</p> <p>*Teachers will clarify essential learning standards for each unit and criteria for student mastery.</p> <p>*Collaborative teams will begin to adjust curriculum, pacing and instruction based on evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 86% of Collaborative Teams at Stuard will rate at the "Developing" level in indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023 85% of Stuard Elementary 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>Strategy 1: Collaborative Teams: *meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams school-wide will rate at the Developing level on Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				468
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2022, 77% of Stuard Elementary 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>Strategy 1: Collaborative Teams: Indicator #1 *Have established an annual SMART goal to 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>Strategy's Expected Result/Impact: 77% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				469
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.

Evaluation Data Sources: The paraprofessional turnover rate will be less than 25% for the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	470			
<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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote and increase parent engagement across the district.

Evaluation Data Sources: Evaluation Data Sources

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





Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				471
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <p>Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern.</p> <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services 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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 3: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety web page.</p> <p>Staff Responsible for Monitoring: Chief of Police Assistant Superintendent of Student and Community Services Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</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>				

Campus Advisory Committee

Committee Role	Name	Position
Administrator	David Sweeney	Assistant Principal
Administrator	Ron Shelton	Principal
Classroom Teacher	Callie Caldwell	4th Grade Teacher
Classroom Teacher	Becky Stewart	3rd Grade Teacher
Classroom Teacher	Emily Mooney	2nd Grade Teacher
Non-classroom Professional	Angela Adair	Counselor
Classroom Teacher	Erica Gnatowsky	Kinder Teacher
Classroom Teacher	Kevin Porras	Specials Teacher
Classroom Teacher	Katie Harbour	1st Grade Teacher
Business Representative	Brandon Swain	Business Rep
Classroom Teacher	Brandy Arnold	5th Grade Teacher
Business Representative	James Harrison	Business Rep
Parent	Jared Gabbert	Parent Rep
Community Representative	Terry Cockerham	Community Rep
Parent	Laura Morrow	Parent Rep
Community Representative	Lilli Oligschlaeger	Community Rep

Aledo Independent School District
Vandagriff Elementary
2022-2023 Campus Improvement Plan



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Mission Statement

“Inspiring students, Capturing hearts, Growing minds”

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

Vision

Growing greatness through exceptional experiences that empower learners for life.

Show Greatness

Share Greatness

Grow Greatness

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vandagriff Elementary School is the one of six elementary schools in Aledo ISD. At over 650 students, we moved into the newly remodeled intermediate school to accommodate our growth and educational learning environment needs. Currently the student population is 75% Anglo, 21% Hispanic/Latino, 2% Black or African American, less than 1% Asian, American Indian, Alaskan Native, Native Hawaiian/other Pacific Islander, 2% two or more races. 13% of our students are economically disadvantaged. 8% of students receive Special Education services and 2% receive ESL services. The overall attendance rate for 2021-2022 was 97%. Vandagriff's pupil to teacher ratio is 19 to 1. There are 60 faculty members including 34 homeroom teachers.

Vandagriff's motto is "Inspiring students, Capturing hearts, Growing minds." There is a successful balance between academics, the arts and extracurricular opportunities. We offer UIL, Student Council, Safety Patrol, Student Ambassadors, as well as classroom leadership roles. A positive and supportive community of parents adds to Vandagriff's success.

The Campus Needs Assessment (CNA) is conducted each year beginning in the spring and continuing in the fall. PEIMS and assessment data are analyzed in faculty meetings and Site-Based Committee meetings. The Site-Based Team is comprised of administrators, teachers, parents, and community and business members. Enrollment and attendance data and discipline referrals are studied as well.

Demographics Strengths

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- Overall student achievement
- Professional learning
- Technology integration
- Engaged faculty
- Parent volunteerism

Needs:

- Close achievement gap in math and reading for all students
- Maintain 97% or above attendance rate
- Improve overall writing performance with critical writing using Thinking Maps
- Increase use of high yield formative tasks, high level questioning, learner engagement and student driven learning

Student Achievement

Student Achievement Summary

Vandagriff was rated Exemplary in student achievement for the eight years prior to the Texas Accountability System revision. Under the new system, Vandagriff has been rated at the 'Met Standard' level in the areas of student achievement, student progress, closing performance gaps, and postsecondary readiness in 2018 and prior years. Vandagriff also met 10 out of 10 Indicators of Performance Rates and 8 out of 8 Indicators for Participation Rates for a total of 18 out of 18 (100%) of the State System Safeguards. High achievement is a result of quality instruction and appropriate/timely intervention through consistent implementation of Response to Intervention (RtI) process. Due to Covid-19, there is no 2019-2020 accountability data and schools were not held to state accountability standards for the 2020-2021 school year. Vandagriff received an A rating for the 2021-2022 school year.

Programs are in place to meet the unique and individual needs of students. We have pull-out G/T classes, while ESL and Special Education primarily consists of a co-teach model allowing for student growth and participation in the general education setting while more specific goals are achieved through an individual instructional setting. Teachers review student needs with the RtI process through the means of Collaborative Team meetings with a Professional Learning Community structure all while teachers actively implement Tier 1 interventions to all students. Before and after school tutorials are provided with a primary focus on our W.I.N. (What I Need) time for intervention and extension that our students receive daily. Rigorous protection of instruction is supported to ensure students have appropriate access to high-level engaging educational opportunities.

Assessment is used to guide instruction. Grades K-2 use Really Great Reading for phonics, and DRA and mCLASS to determine reading levels and all grades use Lexia as an online supplemental resource. Ongoing formative and summative assessments are utilized in grades 3-5 for all reading, math, science and writing. Tutorials and small group instruction is provided throughout the year when needed and in response to assessment data. There is a great need to improve achievement in reading, math, writing and science for economically disadvantaged, Special Education, English Learners, and Hispanic students.

The faculty and site-based committee use STAAR scores, district Benchmarks, Curriculum-Based Assessments, DRA, mCLASS, MAP Growth, and online supplemental resources such as IXL and Lexia Core 5 for the needs assessment. They also rely on formative and summative assessments, test item analysis, teacher observations, discipline reports, and RtI process monitoring records.

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Student Achievement Strengths

- High expectations for excellence
- Faculty devoted to learner-centered instruction
- Strong student counseling program

Needs:

- Need for professional learning focused on unique needs of under-performing student groups and authentic literacy
- Need for continued technology training for staff with emphasis on student use, improving communication, and the district LMS
- Close the achievement gap for special education, EL, economically disadvantaged, and Hispanic students.

- Title I:A \$1,420: supplies for homeless students (title I campuses add your campus amount)

Title I:C \$2,541: Migrant Shared Service Agreement with Region 11

- Title 2 funding utilized for professional learning-\$5,853
 - social-emotional learning for staff to impact campus culture and achievement
- Title 3 funding utilized as identified by campus ESL teachers in the following areas
 - ESL students-supplies and tutorials-\$19, 880

- Title 4 funding utilized for Capturing Kids Hearts-\$11,833
- ESSER Funding to provide tutorials for students with learning loss

School Culture and Climate

School Culture and Climate Summary

The culture and climate of Vandagriff Elementary are key elements in making us a successful school. Our motto is “Inspiring students, Capturing hearts, Growing minds”. Our staff is devoted to our students – both emotionally and academically. The faculty and staff work as a family with common beliefs and goals. We use the Capturing Kids Hearts Philosophy; in order to capture a kid’s mind, you must first capture their heart. Vandagriff staff has been further trained with Capturing Kid’s Hearts through their Process Champions program, forming a partnership with colleagues and community to build trusting relationships. Teachers work hard to make learning fun and to make students successful. Discipline management has a focus on learning and prevention rather than punishment. There is a strong commitment to stop any form of bullying as soon as it is reported and the district provides an easy, anonymous online reporting platform for each campus. An iron-clad partnership with Aledo AdvoCats helps to strengthen the confidence of all of our students, but especially those who need assistance financially through the year for clothing, school supplies, field trips, and even spirit wear.

Parents are welcomed at Vandagriff. We have a high level of parent volunteerism and support. Efforts have been made to expand the involvement of fathers with the continued growth and integration of Watch D.O.G.S. (Dads of Great Students) program. Increased parental involvement on campus has been a positive and supportive experience for the students, staff and the campus as a whole, and we plan to continue to increase parental involvement.

Vandagriff has implemented calming techniques for students with anxiety and our counselor leads groups to meet with students dealing with any topic-centered issues. The fact that we use inclusion of special education students in all facets of our school life is embraced by the students and parents. The overall feedback during Meet the Teacher, PTO meetings and individual conferences has been positive. Parents are encouraged to join with the staff as partners in the education of their children. 48 P

During classroom walk-throughs, our teachers and students are seen engaged in learning and enjoying the learning environment, all while meeting the needs of our district instructional plan.

All staff are required to complete the annual training through safe schools that includes, but is not limited to: 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.

Vandagriff Elementary participates annually in a SHAC-approved, evidence-based program addressing child sexual abuse, trafficking and maltreatment of children. P.S. It’s My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It’s program is available to students in grade PK-5 and includes developmentally appropriate content covering the 3 R’s of personal safety: Recognizing, Resisting, and Reporting. Students always have access to the school counselor on a daily basis. As needs warrant, students 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, the campus counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For the student program 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. 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.

Our students are the “reason why” for the Campus Improvement Plan. Our students are our focus and the most important people in the school environment. Student leadership has become a hallmark of our school and the Student Council has been established on campus. Currently, students are included in leading the pledges and announcements, safety patrol, and participate in community service projects throughout the year. Students are reminded of their impact and positive influence at Vandagriff through our Heart at Work certificates, Bearcat Bravos, outstanding students, attendance recognition, as well as the Vandagriff Graduate Scholarship. Student voice, student input, and the integration of student participation in campus decision making are integral to our instructional program.

School Culture and Climate Strengths

- Warm, friendly atmosphere
- Safe community and school environment
- Faculty committed to students
- Family involvement in school events
- Expansion of the Watch D.O.G.S. program to involve more fathers and male mentors on campus

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Needs:

- Expand participation of the under-represented parents and families

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Vandagriff Elementary has 56 professional staff members and 4 paraprofessionals. All of the professional staff is fully certified.

We are no longer a Title 1 campus, however we still receive Title 2 allotments. In addition, the district receives Title 3 funds. Title 2 funds are used to support other professional development such as Professional Learning Community with Solution Tree. Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the Campus Improvement Plan and the district's curriculum scope and sequence.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators, special education staff, and TBSI team members. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, ARD, and Accommodations training and Technology training are provided by district personnel.

The district offers a wealth of training opportunities in the summer. Professional development offerings include Just in Time (JIT) trainings, RtI training, Safety and Security training, Capturing Kids' Hearts ongoing training, several Volunteer trainings throughout the year, Thinking Map and Write from the Beginning and Beyond with Amber Crissey, Gifted and Talented Education, and Technology applications. Our K-3 teachers are trained in the Reading Academy for the science of teaching reading. District wide Instructional Rounds in the fall and spring to support campus needs. Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

- 100% fully certified professional and paraprofessional staff
- Faculty collaboration and learning focus
- District professional learning support
- District training on district specific goals
- Professional Learning Community

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Needs:

- Teacher training and development that supports under-performing students
- Need for continued ESL certification for new teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Both curriculum and assessment at Vandagriff are TEKS-based. Vandagriff will intentionally design instruction for students through embedding district required components: We Will, I Will, So that I Can, HOT (Higher Order Thinking) questions, critical writing and purposeful academic discussion. English Language Proficiency Standards (ELPS) are used along with TEKS. The curriculum is aligned through scope and sequence by district cadres represented by each school. Curriculum documents are in the process of alignment by the district and will be used as guides in the classroom. Vandagriff teachers are involved in the alignment of the district's curriculum. Interventions by support personnel such as the ESL teacher, Dyslexia teachers, early literacy interventionist and an interventionist are structured for small group instruction and individual progress and success, as well as, district level specialists in the areas of math, science, social studies and reading/ELA.

A Balanced Math approach is implemented in K-5 classes. This approach mirrors the Workshop Model and Guided Reading model and affords teachers the opportunity to implement more individualized intense instruction in a small group setting which integrates the district's Fundamental 5 initiative. Students are assessed to determine intervention groups that will be utilized during WIN (Intervention and Extension) time daily. A variety of resources are being used to support the mathematics instruction that includes but are not limited to BUILD, Envision, IXL, MAP growth, and Reflex Math.

An authentic literacy approach is implemented in K-2 classes. Students are assessed to determine reading level and work toward progress in fluency and comprehension through small group guided reading. Writing and grammar skills are incorporated within the reading instruction. Phonics is taught with Really Great Reading, Fountas and Pinnell materials, Heggerty, resources from Pearson, as well as the Daily 5 model.

Science and Social Studies utilize instructional strategies which are high-interest, hands-on and project based. Science curriculum, which is a collaboration of teachers and the District Science Specialist, as well as STEMscopes and ADIs (Argument Driven Inquiry), alignment and instructional practices, are aligned as evidenced by strong student performance indicators. 4th and 5th grade Social Studies classes use document based questions (DBQ) to support critical writing.

Periodic assessments are given to students in grades 3-5 in math, reading, science and writing to determine mastery. DRA is given three times a year to students in K-2, as well as ⁴⁸⁴ mCLASS to identify student needs in reading and ELA. The assessments are a fluid process, and students needing remediation are grouped for small group or individual instruction.

Thinking Maps, with a focus on the Frame of Reference, is a district-wide area of focus that our teachers use in all content areas to achieve higher levels of thinking and critical writing for our students, as well as the implementation of high-yield formative assessments, frequent feedback, learner engagement and student-driven learning.

Teachers and grade level teams collaborate to create lesson plans and campus instruction reflects the use of TEKS, district curriculum guides, assessment, and research-based interventions. Teachers and administrators meet weekly to collaborate what we are teaching, how we are teaching, what we do if our students don't learn and what we do if they did learn the content being taught. This information is then used to drive future instruction and identify students who need additional supports to include remedial instruction, as well as students who need extensions.

Curriculum, Instruction, and Assessment Strengths

- Teacher participation in developing and alignment of the district curriculum and scope and sequence
- Assessment results are used to guide and inform instruction
- Collaborative Team meetings are used to identify strengths and weaknesses in instruction and drive future instruction
- Implementation of schoolwide WIN time

Needs:

- Research-based interventions for struggling students

- Extensions for students based on need
- Training, modeling and monitoring of Workshop Model

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of campus and district data and classroom observations, Vandagriff staff identified a need for instructional design that encourages high-levels of student engagement as defined by the learner engagement rubric to support students' academic and social behaviors. **Root Cause:** Alignment and consistent focus over time on research based instructional practices to enhance learner engagement and develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Problem Statement 2 (Prioritized): After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs. **Root Cause:** Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Parent and Community Engagement

Parent and Community Engagement Summary

The Vandagriff Community has had a relatively stable population. The main constant from year to year is the high level of parent involvement. Parents and other family members sign-in every day for volunteer assignments and are ever-present in the cafeteria, on campus and in the workrooms. We offer several volunteer trainings throughout the year to encourage more parent involvement opportunities.

The Watch D.O.G.S. program is active and growing. As a result, fathers and male mentors are becoming more involved in the daily operations of our school. Many dads have taken on leadership roles within the group. The dads have added an element of safety and security, and serve as positive role models for our children, especially for our students with the highest needs.

The Vandagriff students, faculty, and parents are kind and compassionate. Families and students are involved in food and clothing drives for the community on an annual basis. Students perform a Veteran's Day Program annually to honor our service men and women. We will celebrate with family fun activities including a Grandparents/Special Guest Social, Family Movie Night, a Spring Festival, AdvoCats Run/Walk/Crawl Fun Run, Vanda Glance: Curriculum Night, and host a Scholastic Book Fair in creative ways.

PTO is well organized at Vandagriff and parent representatives are actively involved within the district leadership teams. We have a PTO district representative who leads monthly campus committee meetings.

Parent and Community Engagement Strengths

- LMS and parent email groups
- School wide weekly newsletter, the Vanda Vision
- Utilization of social media
- Teacher of the Month- sponsored by Myser Orthodontics
- Outstanding Students of the Month, Bearcat Characters, Student Ambassadors, Specials and Cafeteria Awards

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Needs:

- Greater need to increase the involvement of underrepresented parents and families
- Encourage more volunteers in all areas of need, with consistent representation in our cafeteria

School Context and Organization

School Context and Organization Summary

Vandagriff is a K-5 elementary school. Our reputation is a product of tradition and collaboration. The environment is learner-centered, supportive and friendly.

There are 34 homeroom teachers in grades K-5. The Special Education department has 2 full time teachers, one speech therapist, and one educational diagnostician. There are three specialty teachers: PE, Music and Art and 2 Dyslexia teachers, one part-time Gifted and Talented teacher, one part-time ESL teacher, and a PE aide. The support staff includes the principal, assistant principal, instructional specialist, early literacy specialist, special education instructional facilitator, an interventionist, counselor, nurse, librarian, one PEIMS clerk, and one secretary, as well as related provided (ie: OT/PT). The faculty and staff work together in a collaborative atmosphere. The teachers and staff actively share responsibilities and duties.

The leadership style, facilitated by the principal and assistant principal, is cooperative and open for faculty and parent input. The Campus Site-Based Committee includes parents, business leaders and community representatives, along with the administrators and teachers.

Teachers are organized into grade-level teams and a Site-Based Planning Team which functions as the foundation for school planning, collaboration, and site-based decision making. Beautification, Professional Learning Communities, Authentic Literacy, Student Council, and Sunshine committees have been formed to ensure faculty and staff are integrated into all facets of leadership across the campus. Teachers willingly take on responsibilities as mentors to others and members of Response to Intervention (RTI) committees. Third, fourth and fifth grades work together in teams of two or three, and all other grades work together collaboratively, but are self-contained. The faculty and staff provide active support for the inclusion of special education students in general education classrooms.

Vandagriff is supported by an incredibly hard-working and talented Aledo ISD central administration and contracted staff. All of the individuals involved with leadership in Curriculum and Instruction, Professional Learning, Assessments, Special Services, Special Programs, Technology, Business, Transportation and Maintenance are easy to access and are dedicated to helping our school serve students.

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School Context and Organization Strengths

Strengths:

- Committed and engaged teachers and staff
- Learner-centered
- Student focus

Needs:

- Professional learning in support of all student groups.
- Improvement in WiFi accessibility and performance

Technology

Technology Summary

Training will continue to be a need as new programs and equipment are integrated at Vandagriff. Opportunities for the integration of new technology applications and programs are both welcomed and supported.

Each classroom is equipped with a teacher laptop, a Promethean Board, which utilizes both Bytespeed and Active Inspire Software, and teacher iPads. All students in grades K through 5 have Chromebooks. The technology department has worked diligently to ensure all students have a device to utilize.

The staff has embraced and integrated the Promethean board technology and software, and all teachers use this on a daily basis. We have our own YouTube channel that we utilize for online morning announcements, which the students view on the Promethean Boards in the classrooms. All teachers are using the Promethean Boards effectively. New strategies are shared with colleagues.

The LMS, Blackboard, Eduphoria Parent Link, Canvas, SeeSaw, Webex, Social Media (#growinggreatness, #VandaVibes), Google Sites for teacher websites, Twitter (#aledomindset), and improved assessment instruments have been integrated into our campus practice. The LMS has expanded communication streams within the school and between home and school. Eduphoria applications have increased teachers' and administrators' ability to review and disaggregate data more efficiently and effectively. Assessment programs and digital data have enabled teachers to gather important progress data while reducing disruptions to instruction.

The Aledo ISD technology department has been helpful in providing timelines for district installations and service; therefore, they play a key part in planning for the future.

Technology Strengths

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- Promethean Boards and software as well as Chromebooks in each classroom
- Utilization of iPads/Chromebooks
- A district committed to increasing technology integration
- Lessons planned with Promethean Board interaction
- Blackboard, Eduphoria, Google Drive, Twitter (#aledomindset), Instagram, Facebook and Assessment Programs
- LMS - required to update weekly
- Go Guardian

Needs:

- Greater need for implementation and integration of student use and appropriate application of technology within instruction
- Need for student practice of appropriate digital citizenship
- Ongoing training for digital use of products and updates

Priority Problem Statements

Problem Statement 1: After an analysis of campus and district data and classroom observations, Vandagriff staff identified a need for instructional design that encourages high-levels of student engagement as defined by the learner engagement rubric to support students' academic and social behaviors.

Root Cause 1: Alignment and consistent focus over time on research based instructional practices to enhance learner engagement and develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Problem Statement 2: After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Root Cause 2: Support teachers in creating and implementing an effective learner environment that is engaging & aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction & monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

Problem Statement 2 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data

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
- Local benchmark or common assessments data
- Running Records results

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Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: How we teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district wide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus administration District administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-between; 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 style="text-align: right;">492</div> </div>				

Goal 1: How we teach: Delivery of Instruction

Performance Objective 2: Vandagriff will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction</p> <p>Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We will, I will, So that I can, with fidelity, by June 2023</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				493
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: How we teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation in June 2023</p> <p>Staff Responsible for Monitoring: Campus Administration District administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				494
<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 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, 86% of Vandagriff 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>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: 86% of Collaborative Teams at Vandagriff will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue	495			

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, 85% of Vandagriff 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: 85% of collaborative teams at Vandagriff will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				496
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, 77% of the Vandagriff 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>Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: 77% of Collaborative Teams at Vandagriff will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				497

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

Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD.</p> <p>Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	498			
<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 ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 2: The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved budget for each project.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.</p> <p>Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Chief Facilities/Construction Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue 499				





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

Performance Objective 3: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <p>Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern.</p> <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 4: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety web page.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</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>				

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Stephanie Maroney	Principal
Administrator	Amanda Sudderth	Assistant Principal
Parent	Stephanie Shelton	Parent
Parent	Erin Happ	Parent
Community Representative	Tom Rowe	Community Member
Community Representative	Darla Jackson	Community Member
Business Representative	George Mason	Business Member
Business Representative	Carma Chisam	Business Member
District-level Professional	Scott Kessel	Central Administration
Classroom Teacher	Jessica LaRoque	Kindergarten Teacher
Classroom Teacher	Julie Zuniga	1st Grade Teacher
Classroom Teacher	Janet Marshall	2nd Grade Teacher
Classroom Teacher	Catharine Clay	3rd Grade Teacher
Classroom Teacher	Diana Cardenas	4th Grade Teacher
Classroom Teacher	Tonya Hardin	5th Grade Teacher
Non-classroom Professional	Kristen Hanvey	Speech Teacher
Non-classroom Professional	Debbie Henrietta	Nurse
Non-classroom Professional	Hannah McConnell	Instructional Specialist
Non-classroom Professional	Lindsay Garrison	Counselor
Paraprofessional	Charlotte Samara	PE Aide

Aledo Independent School District
Walsh Elementary
2022-2023 Campus Improvement Plan



Mission Statement

Ensuring High Levels of Learning for All Students

Show Greatness

Share Greatness

Grow Greatness

Vision

Aledo ISD Vision Statement:

Growing Greatness Through Exceptional Experiences That Empower Learners for Life

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Mary D. & F. Howard Walsh Elementary opened on August 28, 2017, as part of the Aledo ISD family. This will be our 6th year as a community school, educating all students in our zoned area. Our current population at Walsh is 537 students with 48% female and 52% male.

The current breakdown of student ethnicity is as follows: African American 3%, Asian 3%, Two or more races 6%, Caucasian 73%, and 15% Hispanic. Our economically disadvantaged population is reported at 11%, resulting in the identification of Walsh Elementary as a Title 1 campus. The percentage of students receiving special education services is 13%, our students receiving 504 services is at 5%, and our students receiving ESL services is 2% of our overall student population. Additionally, we have 10% of our students currently receiving Gifted and Talented (GT) services. Walsh is currently supported by two campus administrators, one full-time counselor, one full-time instructional specialist, one part-time literacy specialist, one part-time interventionist, one full-time librarian, 28 full-time instructional professionals, one full-time diagnostician, one part-time ARD facilitator, 4 full-time special education instructors, and 5 instructional aides.

At Walsh, we are dedicated to ensuring that students have opportunities to master skills and knowledge, understand strong character development, and create rigorous and meaningful work. Our facility has a variety of collaborative areas, visible thinking walls, technology access with 1 to 1 device support, an art classroom, and science labs to meet the needs of all our students.

Walsh gathered data from a variety of sources in developing our Comprehensive Needs Assessment. After reflecting on various data pieces and feedback, the campus leadership team and Campus Improvement Committee reflected on both strengths and areas of growth and designed this comprehensive analysis.

Demographics Strengths

- Walsh is currently comprised of a faculty that is 100% highly qualified.
- 80% of our current staff are ESL certified with a strategic plan for 100% to be certified by the end of the 2022-23 school year.
- Walsh faculty continues to focus on building the professional learning community of the campus and district to support student learning.
- Walsh culture and climate is rooted in collaboration, transparency for the purpose of growth, communication, and professionalism.
- Walsh staff and students have strategically developed "Welcome to Walsh" processes to ensure families and students who arrive, either new to the community or mid-year, to feel connected to the campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The staff and community have reported an increased desire to feel connected to the campus and community. **Root Cause:** Due to fast growth and neighborhood development, restrictions associated with the pandemic, and re-zoning due to the opening of a new campus, Walsh Elementary stakeholders have struggled to connect

with the campus as previously expected.

Student Achievement

Student Achievement Summary

Walsh Elementary believes that achievement, growth, and success for all students is the main priority.

As reported through the Texas Education Agency, Walsh Elementary earned an overall student achievement score of an A on the accountability rating summary resulting from our end of year STAAR data. Performance in the 2021-22 school year resulted in distinction designations in the areas of Science, Postsecondary Readiness, and Comparative Closing the Gaps.

Students have the regular opportunity to collaborate, think critically, exhibit creativity and demonstrate communication skills through meaningful work which connects to real-world application. Growth for students is monitored through purposeful instruction, as well as, specific and targeted intervention and extension opportunities based on individual student needs. During WIN (What I Need) time, teachers and staff collaborate to provide targeted instruction to both strengthen and extend skills. Students may work with a variety of staff during WIN time in order to match student need with targeted instructional groups, while also building the community of learners across grade levels, content areas, and learning styles. Our Response to Intervention process allows for the identification and targeted intervention of students for whom Tier I and Tier II instruction is insufficient. While the RTI processes are in place, the campus continues to work in conjunction with the district to refine and strengthen this process to ensure its effectiveness for student outcomes.

Our data below demonstrates a continued need to ensure rigorous instructional practices coupled with an embedded, transdisciplinary approach to literacy instruction. In addition to the focus on the district problem of practice, we will continue to focus on both student growth and achievement through collaborative planning and research-based instructional practices. While within close range of the district, we have opportunities for improvement, particularly in the area of literacy across all grade levels.

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Student Achievement Strengths

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, is used to measure individual and collective progress with meaningful learning experiences are planned for during this time.
- Staff are open to learning from one another and receiving feedback, from peers and students, to guide their instructional practices related to interests and engagement.
- Assessment data, both formative and summative, is used to determine instructional next steps for students. This data is discussed during campus and district specific collaborative planning times, curriculum, and data meetings. This is in addition to team planning times in which student performance data and student work samples are used to norm and plan for extension and re-teach opportunities. Instructional strategies are shared and reflected on when disparities are noticed across classes.
- Instructional supports are in place that are designed to help supplement and/or extend learning; including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, and digital curriculum-based programs.
- Instructional resources and models such as the literacy library, media center, Chromebooks, iPads, workshop model, and instruction through small group are used to enhance achievement.
- Blended learning and transdisciplinary learning opportunities are developed via a campus-wide cohort to be used within grade level classrooms and during WIN time. This provides a variety of ways for students to represent their learning. Additions such as digital choice boards, individualized playlists, hyperdocs, and must-do/may-do options are developed with embedded accountability tools by classrooms and non-classroom staff for all learners.

- Teachers facilitate regular goal-setting conferences across all grade levels, with a 3-5 focus on student-led goal setting processes.
- Writing across content areas, through the initiation of Thinking Maps framework, occurs in grades K-5.
 - ESSER Funds will be utilized to support targeted student tutorials
 - Specific student intervention and extension time (WIN - What I Need) in the master schedule allows for campuswide addressing of student needs.
 - Title 1 funds are used, in part, for an Instructional Specialist position on campus - \$30, 070 is the campus portion applied.
 - Title 2 funds will be used to provide additional professional learning for Walsh staff. The total amount of allocated Title 2 funds is \$6585.
 - Title 3 funds will be used to provide continual support for English learners in the following ways: \$19,880 - supplies and tutoring (district wide)
 - Title 4 funds of \$11,833 is available for district training.

Needs:

- Increase of student-led goal-setting and regular data discussion and reflection that include all students to support the goal setting processes already actively in place.
- Increase the understanding of critical writing at high levels across content areas and grade levels.
- Increased focus on literacy based professional learning and implementation of instructional strategies, grades K-5, both Tier 1/Whole group, and small group instruction.
- Focus on differentiated lesson planning and delivery of meaningful work tasks that support the learning styles of all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: After analysis of district and campus data, students are not demonstrating yearly progress at expected levels and are not demonstrating critical writing, of high quality, across content areas. **Root Cause:** Multiple changes and additions in staff, coupled with content-specific professional learning constraints, have left a deficit in the overall understanding and implementation associated with high quality literacy instruction.

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School Culture and Climate

School Culture and Climate Summary

As a campus with great growth and change occurring since its opening, Walsh has worked towards developing strong relationships among staff, students, and families as the foundation. With changing administration, as well as fluxuations in staff and student numbers, it has been a challenge to build a cohesive and solid culture in which all feel informed and involved. To build upon this identified challenge, the adoption of Capturing Kids' Hearts (CKH) and strategic student leadership opportunities have been a continued process. Through the adoption of CKH strategies and P2 curriculum, teachers are able to "create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior."

Walsh has developed a student recognition process to ensure student are recognized with a variety of opportunities across the campus core-values. Students are identified by staff and peer recognition both class and campus wide. Student leadership opportunities continue to develop based on student input and feedback. Current leadership opportunities are including, but not limited to; Broadcast Club, Student Council, Welcome to Walsh, Student Ambassadors and a Community Helpers Club.

- The Walsh staff is 100% highly qualified and have developed essential agreements and commitments to maintaining a positive culture of high expectations.
- Walsh has determined Instructional Team Leads and established a Guiding Coalition to provide feedback regarding the campus direction, needs and challenges, and to serve as guides in the decision making allowing for a variety of perspectives.
- Campus surveys and parent input is sought out for a variety of topics, focus areas, and initiatives as it pertains to the campus functioning at high levels. Time for reflection is provided, trends are analyzed, and adjustments are made as needed.

For staff:

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

For students:

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

For parents:

For each of the student programs cited above, parent communication is shared and previews of student content are 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.

Parents are also invited to participate and become members of various campus and district committees such as: SHAC, Campus Improvement Team, and District Improvement

Teams, to name a few. Our goal at Walsh is to partner with our community and our families, in support of the growth of our students.

School Culture and Climate Strengths

- Staff regularly collaborate, both formally and informally, to provide a safe learning environment for all students.
- Our student leadership opportunities continue to grow in number and promote a positive school culture and climate, led by student design and input.
- Capturing Kids Hearts components have been embedded in the campus expectations, in conjunction with P2, for building relationships and management components.
- Our campus improvement process, and Instructional Team Leads, and Guiding Coalition members provide specific and transparent feedback to allow for continuous and targeted feedback.
- Campus staff are regularly teaming and reflecting on ways to provide and strengthen home-school connections.

Needs

- Strategic and pre-planned opportunities for families to collaborate with the campus and build upon the campus culture
- All newly hired teachers are in need of the initial PLC and Capturing Kids Hearts training - Title 4 funds 512
- Instructional Team Leads will continue to build their capacity in assisting their grade level teams in operating at high levels within the PLC rubrics resulting in high levels of learning for all students

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Currently Walsh Elementary has 35 teaching staff members, all of which are highly qualified, and 5 paraprofessional teaching staff. This is also coupled with those staff who do not serve in homeroom classrooms but function in support of all students. This includes, but is not limited to, all office staff, the campus librarian, dyslexia, ESL and GT teachers which are shared among campuses and campus level specialists. Of our 32 professional staff, 8 are new to Aledo ISD, 1 of which is new to the teaching profession as a first year teacher.

We are currently a Title 1 campus and also receive Title 2 allotments. In addition, the district receives Title 3 and Title 4 funds which are used to support other professional development such as Capturing Kid's Hearts, Professional Learning Community with Solution Tree, and vetted professional learning opportunities to support subject-specific learning.

Teachers may also attend training presented by Region XI and other professional development opportunities that align with the support of the District mission and vision.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators and special education staff. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, Special Education training, and Technology training are provided by district personnel in alignment with state and local mandates. Trainings are also made available in these areas through the district portal and through virtual webinars housed within the Special Education handbook.

Teachers who are new to the profession, or those who have been in teaching for 3 or fewer years, have the opportunity to participate in new teacher training and are partnered with a teaching mentor through out the course of a full school year. This involves district and teacher determined professional learning topics and opportunities to visit other campuses for in-classroom modeling and feedback.

The district offers a wealth of training opportunities in the summer and at the initiation of each school year.

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Professional development offerings include Just in Time (JIT) trainings for which topics are determined by the C&I department, campus determinations, and/or teacher requests.

Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified.
- Professional learning is provided via campus and district initiatives to support student success.
- Teacher of the month is nominated, voted on, and recognized by peers.
- Instructional Specialists, Literacy Specialists, and Interventionist provide support and coaching opportunities to teachers regularly.
- New teacher candidates are interviewed by a teacher committee, rubric normed and scored, and present a model lesson to the committee as part of the interview process.
- New to the district staff will attend the PLC conference held in November of 2022, prior to the school year starting, to ensure alignment of district and campus expectations.
- Professional staff members set and track both individual and team goals throughout the course of the school year, to ensure growth and success.
- Teachers identified a shared planning day with their teams in which specialists and/or admin push-in to support misunderstandings, clarity, support, and resources during regular

planning time with their teams.

- Instructional Team Leaders (ITL's) were identified to provide regular feedback between admin and grade levels of needs, concerns, and struggles to identify patterns of frustration and opportunities for celebration.

- Team building opportunities are strategic and planned for both during and prior to the school year starting. This allows for teams to build the capacity to be vulnerable with one another through shared experiences and learning opportunities.

Needs:

- Climate of trust, respect and high expectations developed over time working with one another

- Additional opportunities for teachers to share positive affirmations, accomplishments and contributions both with one another and campus/districtwide

- Additional professional learning aligned with literacy expectations, K-5

- Additional accountability systems and specific feedback for instructional implementations

- Connections across campuses to learn from others in the same grade level/content areas to broaden Walsh's professional learning community

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a result of consistent data trends, the following areas were identified as our district focus areas for the 2022-2023 school year:

- Ensuring a years worth of academic progress for all students - Walsh has a particular focus in k-2 literacy due to data supported needs
- Increasing instructional planning and implementation in critical writing across all content areas

The above areas are both in alignment with the district improvement plan and also connect to the campus problem of practice.

Problem of Practice: After an analysis of district data and classroom observations, evidence suggests that students are not consistently demonstrating essential academic and social behaviors, as aligned through the consistent implementation of a structured and engaging learner environment.

Theory of Action:

- Campus wide behavioral matrix and expectations - Student informed | Guiding coalition led
- Workshop model for K-5
- Strategic Professional learning for staff - K-2 Literacy Cohort | 3-5 Rigor and Engagement Cohort
- Community and Campus Connection Opportunities - Community connection committee and PTO partnership

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Curriculum, Instruction, and Assessment Strengths

- The professional abilities of the Walsh teachers and their desire to continue to learn the most effective teaching strategies
- Meeting in Professional Learning Communities to collaborate and share instructional strategies
- Teachers believe in district initiatives and work to implement them with fidelity
- Availability of resources including Thinking Maps binders, Write From the Beginning and Beyond, and Fundamental 5 Instructional Strategies
- Teachers follow the district scope and sequence for each grade level and subject to ensure a quality of instruction that is equitable to other campuses in the district
- Assessment data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers
- Professionals at Walsh have incorporated Blended Learning Practices into multiple instructional models that maintain high levels of learning in the learning environment
- Staff support one another in determining the most successful, district vetted resources to support their students' instructional needs

Needs:

- Ongoing professional development focused on Tier 1 literacy-based instructional practices and strategies associated with tasks high in rigor and engagement for all students
- Continue to improve upon interventions and extensions for all students through our PLC process
- Research-based intervention system for struggling learners and consistent enrichment opportunities for students meeting or above mastery
- Develop systems as collaborative teams to best utilize data to improve interventions and enrichment during WIN

- Strategic refinements to the campus RTI process in identifying and monitoring the progress of identified students

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data and classroom observations, evidence suggests that students are not consistently demonstrating essential academic and social behaviors, as aligned through the implementation of a structured and engaging learner environment. **Root Cause:** A lack of direct instruction encompassing clear expectations for academic and pro-social behaviors, across all campus settings.

Parent and Community Engagement

Parent and Community Engagement Summary

Walsh Elementary is surrounded by parents and community members with a vested interest in the success of the campus and district. The community is supportive, invested, and seek ways in which to assist and support the campus. We believe that the connections between school, families, and the community are vital to a child's success. The campus is working to maintain and build upon these connections which have been previously limited due to a variety of factors. Large scale involvement comes through the AISD app and website, district wide notifications, a campus wide weekly newsletter, blackboard updates and notifications that are Walsh specific, the Walsh Elementary social media pages and the PTO communication forums.

Parent and Community Engagement Strengths

- Active PTO working to widen the scope of involvement
- StuCo - over 85 student members
- Parent Representatives on SHAC, AGC, DWEIC, and Campus Improvement Committee
- Meet the Teacher
- KinderKamp
- Curriculum Experience Night
- Fall Festival
- Grandparents and Grownups Event
- Spring Family Celebration
- Campus volunteers serve in a variety of campus-wide areas both inside and outside of the campus
- Fieldtrips with high levels of parental support
- Welcome to Walsh / Student Ambassadors

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NEEDS:

- A wide variety of opportunities for parent involvement and the leading of committees for multiple campus events

School Context and Organization

School Context and Organization Summary

Walsh will continually strive to improve organization, systems, processes and procedures. We believe that our staff must work together to consistently follow these expectations in order to effectively communicate with parents, students and one another. Walsh staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole. Instructional Team Leaders and the Instructional Leadership Team will work to receive feedback, formally and informally, to guide the campus decision making to support the voice of all stakeholders.

School Context and Organization Strengths

- Teachers meet weekly in Collaborative Teams to discuss data and plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Strong staff involvement that respects all voices and ideas
- Guiding Coalition Leadership Team

Needs:

- Implementation of School-Wide Expectations and Positive Behavior System - this has systematically been implemented during August of 2022 and is continuing to be reinforced throughout the school year but will continue to be refined and adjusted as feedback and data determine.

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Technology

Technology Summary

Walsh Elementary staff embeds technology into the daily teaching and learning for students. Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. The district has worked to support the campus in developing 1 to 1 technology supports. Throughout the building, technology is available for teacher and student use, including interactive boards for all to use in shared locations. Our staff is trained in Blended Learning and various Learning Management Systems that are used to meet and support learning standards. The district has streamlined the log-on process for students and staff with a single sign-on through Launchpad.

Technology professional learning and support is provided in an on-going process.

A cohort of teachers, initiated in 2020-21 school year, continues to focus on extension opportunities and the building of blended learning pathways for students to enhance both engagement and 21st century readiness.

The librarian/media specialist works to present students with tech based applications which are coupled with literacy needs and interest.

Our GT teacher works to support students inside and outside of their GT pull-out settings by introducing new tech-based opportunities that are easily translated in to the classroom setting.

Technology Strengths

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Walsh Elementary School uses technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

- Teachers utilize individual web pages, and various social media resources to keep parents informed (lesson plans, upcoming assignments, announcements, deadlines, etc.)
- Professional learning provided regularly including teacher tech tips
- Teachers integrate technology into instruction on a daily basis

Needs:

- Increased professional learning for teachers to support in developing meaningful work opportunities for students with embedded technology applications.
- Replacement of technology that has become worn and non-functional

Priority Problem Statements

Problem Statement 1: After an analysis of district data and classroom observations, evidence suggests that students are not consistently demonstrating essential academic and social behaviors, as aligned through the implementation of a structured and engaging learner environment.

Root Cause 1: A lack of direct instruction encompassing clear expectations for academic and pro-social behaviors, across all campus settings.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

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Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data





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

Goals

Goal 1: Goal 1.How we teach - Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks
Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence district wide by June 2023</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>	523			

Goal 1: Goal 1.How we teach - Delivery of Instruction

Performance Objective 2: Walsh Elementary will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks
Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023 Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction Strategy's Expected Result/Impact: 100% of teachers will utilize critical writing in daily instruction by June 2023 Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				524
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Goal 1.How we teach - Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks
Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p>	Formative			Summative
	Dec	Feb	Apr	June
				525
<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 2: Professional Learning Communities

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





Evaluation Data Sources: PLC reflection rubrics - per 9 week rating

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams Will:</p> <p>Indicator #1</p> <p>*Teachers will clarify essential learning standards for each unit and criteria for student mastery.</p> <p>*Collaborative teams will begin to adjust curriculum, pacing and instruction based on evidence of student learning.</p> <p>Strategy's Expected Result/Impact: 86% of Collaborative Teams at Walsh will rate at the "Developing" level in indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District 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 2: Professional Learning Communities

Performance Objective 2: By June 2023, 100% of the Walsh 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: PLC reflection rubrics - per 9 week rating

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</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>Strategy's Expected Result/Impact: 85% of collaborative teams school-wide will rate at the Developing level on Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				527
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Communities

Performance Objective 3: By June 2023, 86% of the Walsh collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results





Evaluation Data Sources: PLC reflection rubrics - per 9 week rating

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaborative Teams:</p> <p>Indicator #1</p> <p>*Have established an annual SMART goal to assess progress toward reaching the goal.</p> <p>*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>Strategy's Expected Result/Impact: 86% of Walsh Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				528
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 1: Walsh Elementary will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Walsh Elementary.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; gap: 20px;"> <div data-bbox="464 773 659 816">  No Progress </div> <div data-bbox="762 773 978 816">  Accomplished </div> <div data-bbox="1077 773 1331 816">  Continue/Modify </div> <div data-bbox="1432 773 1627 816">  Discontinue </div> </div> <div data-bbox="1934 786 1984 812" style="text-align: right;">529</div> </div>			

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

Performance Objective 2: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Walsh Elementary will promote and support parent involvement through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: Walsh Elementary will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Walsh Elementary will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June ⁵³⁰
Strategy 3 Details	Reviews			
<p>Strategy 3: Walsh Elementary will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <p>Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern.</p> <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

Evaluation Data Sources: External safety audits and AISD locked door audits will be reviewed and acted upon immediately as needed during the 2022-2023 school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Service Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</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>				

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

The Campus Improvement Committee is composed on teachers, staff, parents, community members, and central administration. When meetings, the areas of the comprehensive needs assessment are reviewed, updates are explained and clarified, opportunities for feedback are provided and updates are made. The following meetings have occurred to support the development of the CNA for the 2022-23 school year.

Guiding Coalition Meeting - 7/26/2022

Guiding Coalition Meeting - 8/27/2022

Campus Improvement Committee - 9/26/2022

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Walsh Campus Improvement Committee includes teachers, administrators, staff, parents, community members and business members.

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2.2: Regular monitoring and revision

The Campus Improvement Committee and Guidig Coalition will be meetng throughout the school year to both monitor and report progress.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be housed on the campus website for public view for all stakeholders.

2.4: Opportunities for all children to meet State standards

The campus goals are centered around our district/campus mission of "Ensuring High Levels of Learning for All Students".

2.5: Increased learning time and well-rounded education

The campus administration strategically created a master schedule to ensure maximized instructional time in each content area.

2.6: Address needs of all students, particularly at-risk

- Our district interventionist works with Tier 3 students to ensure growth and achievement
- ESSER funds will fund tutors to address the needs of at-risk students

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus webpage.

4.2: Offer flexible number of parent involvement meetings

- Title 1 Meeting - September 8, 2022
- Title 1 Meeting - September 20, 2022
- Campus Improvement Committee - September 26, 2022

5. Targeted Assistance Schools Only

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Campus Improvement Team

Committee Role	Name	Position
Administrator	Heather Street	Principal
Administrator	Ashlee Hammond	Assistant Principal
Non-classroom Professional	Megan Settle	Counselor
Non-classroom Professional	Terry Snow	Instructional Specialist
Non-classroom Professional	Elizabeth Wolford	Early Literacy Specialist
Classroom Teacher	Sarah Percival	Teacher
Classroom Teacher	Rachel Burnett	Teacher
Classroom Teacher	Sarah Tarvin	Teacher
Classroom Teacher	Stacy Beville	Teacher
Classroom Teacher	Lauren Smith	Teacher
Classroom Teacher	Emily Kelley	Teacher
District-level Professional	Fred Collie	Police Chief/ District-Level Professional
Paraprofessional	Amanda Wurster	Paraprofessional
Business Representative	Brooke Howerton	Business Representative
Community Representative	Haley Robbins	Community Member
Community Representative	Todd Buckingham	Community Member
Parent	Sara Lopez	Parent/PTO President
Parent	Jessica Chambers	Parent
Parent	Jodi Outland	Parent

Aledo Independent School District
Early Childhood Academy
2022-2023 Campus Improvement Plan



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Mission Statement

Ensuring high levels of learning for all students.

Vision

Growing greatness through exceptional experiences that empower learners for life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Early Childhood Academy is located at 408 FM 1187 in Aledo, TX. ECA is a brand new campus in Aledo ISD which is home to the pre-kindergarten program that provides early intervention to qualifying four year old students. It is also home to the early childhood special education program (ECSE) that serves children ages three to five who have been identified with special needs. This blended program also contains AISD employees' children who are four years old on or before September 1. All students are exposed to the pre-kindergarten curriculum and state guidelines. ECA also includes the PALS (Preschool Articulation and Language Services) speech program which provides services for three and four year olds who have been identified with a deficit in articulation and expressive language, as well as, three and four year olds receiving walk-in speech services.

The Early Childhood Academy opened on August 17, 2022 with a total of 122 students. This includes 70 qualifying pre-kindergarten students, 23 ECSE students, and 12 district staff paid-tuition students. The speech program includes 26 PALS students and 4 walk-in speech students. Ethnic representation is: African American 3%, Asian 2%, Hispanic 28%, Two or more races 6% and White 61%. The economically disadvantaged population is 39%. Current population is 43% female and 57% male. The percent of students receiving special education services is 41% and students receiving ESL services is 20%.

The staff at the Early Childhood Academy consists of one campus administrator, seven highly-qualified pre-kindergarten teachers, two speech therapists, one part-time ESL teacher, one part-time diagnostician, one special education instructional facilitator, a full-time nurse and eight support staff. The Early Childhood Academy will become a transformational school where young children learn through interactive experiences that teach the foundation of literacy and numeracy while building students' social-emotional skills.

Demographics Strengths

- Brand new stand-alone campus for pre-kindergarten students
- Blended, inclusive program of general education and special education students
- Highly-qualified pre-kindergarten teachers
- All teachers have completed or are completing Texas Reading Academies

Needs

- Family Engagement/Communication
- Celebrating diversity of our students and families

- Establishing PLC process and strengthening collaborative team to meet the needs of all students
- 100% ESL certified teachers

Student Achievement

Student Achievement Summary

The Early Childhood Academy serves the district's three and four year olds in pre-kindergarten, early childhood special education, and speech programs. Our goal is to create a love for learning in an inclusive environment. We are creating a foundation of emerging literacy and numeracy skills for all future educational success.

Our campus is developing processes and collaborative practices to engage students in exploratory experiences. The ECA staff is planning as a team to create this interactive and engaging environment to improve the school readiness of young children and create a foundation of academic skills. We are also creating an environment where students feel safe and are developing the social-emotional skills needed in order to regulate emotions and become confident and successful in themselves and their reactions.

As a pre-kindergarten campus we are not assessed by the state but every four year old student in our program is assessed using the Circle Progress Monitoring System (CLI) which is a standardized, criterion-referenced measure that relates well to established standardized tests and is sensitive to growth in children's skills over time.

2021-2022 End of Year CLI Assessment
% Pre-kindergarten Students on Track
Reading 74%
Math 82%

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Student Achievement Strengths

- Community support
- A strong climate and culture with high expectations of student learning
- Teachers meet weekly in collaborative teams to discuss areas of students' strengths and weaknesses and plan accordingly
- Teachers will use data from classroom assessments and CLI to plan for interventions

Needs:

- Teachers planning weekly lessons collaboratively
- High academic and behavior expectations in all classrooms
- Initiating the PLC process and weekly CT meetings on campus

Federal Funds will be used as follows:

- Title I: A \$1,420: supplies for homeless students
- Title I:C \$2,541: Migrant Shared Service Agreement with Region 11
- Title II Professional Learning for all staff
- Title III \$19,880: supplies, tutoring, and professional learning

- Title IV \$11,833: activities to support safe and healthy students
- ESSER Funding to provide tutorials for students with learning loss

School Culture and Climate

School Culture and Climate Summary

The ECA staff is 100% highly qualified and works together to maintain a positive climate and culture. We have implemented the district Positivity Project which is a character education program that teaches character and relationship building skills. Teachers and staff participate in all district spirit activities and encourage students to participate as well. Teachers are building relationships with each other and their students/families.

We are planning several Family Engagement Events such as Grandparents Day, Parent Information Night, and a Polar Express Night to incorporate families into our school and build those positive partnerships.

ECA strives to create an environment that is inclusive and welcoming to all families. As we are established there are many activities and opportunities that we plan to add for family participation.

School Culture and Climate Strengths

- All staff work together to create a safe learning environment for students
- Staff communicates frequently with parents through classroom communication
- Our Campus Improvement Committee allows for feedback to improve ECA and includes all teachers, one support staff, a business owner, a community member and a parent

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Needs

- Continue to improve safety procedures throughout the school
- Culture Celebrations to celebrate our diversity
- Monthly recognition of students for positive character and behavior

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All pre-kindergarten teachers at ECA are considered high-quality teachers by the state of Texas. This high-quality distinction elevates the pre-kindergarten teaching profession by ensuring that teachers have the qualifications needed to effectively support the developmental growth and achievement of our youngest learners. This component focuses on appropriately certified teachers who have an additional qualification that is early-childhood specific. They have also completed or are completing the Texas Reading Academies required by the state to ensure high-quality literacy instruction. Teachers set goals and collaborate with administration which is required through the T-TESS process.

From seven pre-kindergarten classrooms, five teachers and one support staff are returning to Aledo ISD for the 2022-23 school year. Two teachers and seven support staff were hired new to the district. It is the intention of the ECA administration to recruit and retain highly qualified staff. All ECA teachers are committed to growing greatness through exceptional experiences that impact learners for life. Continuous learning is part of our expectations and through the PLC process staff will be provided the support and encouragement needed to meet the needs of all students.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified
- Professional Learning is provided to develop new ideas that promote student success
- Instructional Specialist and Early Literacy Specialist from a different campus work with principal to provide support to teachers
- Teachers will have opportunities to attend PLC training from First Tree Solution
- Professional staff members set goals and track progress on those goals throughout the school year to ensure growth and success

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Needs:

- As a brand new campus, teachers need time to establish professional relationships, procedures, and routines to effectively meet the needs of their students
- 100% of teachers ESL certified (six of seven are now)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

ECA staff believe that collaborative planning, aligned curriculum, and effective instruction are the key to student growth. Teachers want to collaborate to create lesson plans using the curriculum and pre-kindergarten guidelines to plan instruction that prepares students to think critically and develop the foundation needed for kindergarten success.

Curriculum, Instruction, and Assessment Strengths

- Pre-kindergarten instruction easily aligns with the district focus of the workshop model
- Availability of resources including the Three Cheers Curriculum, Thinking Maps binders, and the Fundamental 5 Instructional Strategies
- Instructional Specialist and Early Literacy Specialist from a different campus work with principal to provide support to teachers
- Teachers will have opportunities to attend PLC training from First Tree Solution

Needs:

- Developing Collaborative Teams to provide the best strategies possible for student learning, instruction, and monitoring of progress
- Scope and sequence of pre-kindergarten content to ensure quality instruction
- Specially designed report cards to share student progress with parents

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Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of lesson plans and classroom observations, evidence suggests that students are not consistently demonstrating essential academic skills and social behaviors due to lack of instructional design aligned to active participation. **Root Cause:** Brand new campus without established collaborative planning, weekly CT meetings, or campus-wide behavior matrix

Parent and Community Engagement

Parent and Community Engagement Summary

ECA knows that family and community support is important for student success. Being a new campus, we strive to plan activities and events on our campus to connect with our families. The volunteer program is being established and parent training sessions are being offered this fall. Our campus is implementing activities and events such as Grandparents/Special Adult Celebration and Start with Hello Week.

Parent and Community Engagement Strengths

- Strong parent support
- Weekly parent newsletter
- Facebook and Twitter pages
- Parent communication with teachers

Needs

- More family nights/events planned
- Volunteer opportunities on campus

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School Context and Organization

School Context and Organization Summary

ECA is a pre-kindergarten campus that shares a space with the brand new staff childcare development center for Aledo ISD employees. Aledo ISD, PTO, and community partners have ensured that our campus is supported and has provided the resources necessary to get these new programs established. Classrooms have the materials and resources needed for teachers to provide students with an environment that promotes learning and fun. These classroom resources allow teachers to give students the opportunity to participate in various hands-on and creative learning experiences. The lounge/workroom is currently being set up by community volunteers and additional equipment is being purchased by the district.

The Early Childhood Academy is fully supported by all district administrators, as well as, all departments at the district level. The facility is maintained through the collaboration of campus administration, district maintenance, and custodial staff.

School Context and Organization Strengths

- Community support
- District support
- Flexible staff that is working extremely hard with the challenges of opening a brand new building

Needs:

- Continue looking for ways to create and improve our home-school partnerships
- Establish campus PTO representatives

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Technology

Technology Summary

Technology is used on a daily basis to ensure quality instruction for our students. All classrooms have ipads for small groups and Promethean Boards which allow for an interactive component for teachers to use throughout the day. Social media is used to share our story with the community. Assessment program is used to gather data and monitor student progress.

Technology Strengths

- Teachers utilize Remind to communicate with parents
- Weekly newsletter sent to parents by administration
- Social media used to share our story
- Teachers integrate technology into instruction on a daily basis

Needs

- Blackboard set up for our families

Priority Problem Statements

Problem Statement 1: After an analysis of lesson plans and classroom observations, evidence suggests that students are not consistently demonstrating essential academic skills and social behaviors due to lack of instructional design aligned to active participation.

Root Cause 1: Brand new campus without established collaborative planning, weekly CT meetings, or campus-wide behavior matrix

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Student Data: Assessments

- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

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Parent/Community Data

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

Support Systems and Other Data





- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Data from Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, districtwide, by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="464 760 661 808">  0% No Progress </div> <div data-bbox="762 760 980 808">  100% Accomplished </div> <div data-bbox="1077 760 1331 808">  Continue/Modify </div> <div data-bbox="1430 760 1627 808">  Discontinue </div> <div data-bbox="1934 781 1984 813">550</div> </div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: the Early Childhood Academy will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2023.





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement Framing the Lesson in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2023. Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2023. Staff Responsible for Monitoring: Campus Administration District Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June
				551
<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 1: How We Teach: Delivery of Instruction

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





Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will ensure active student participation by designing lessons that provide multiple strategies to maximize student engagement and student contribution is monitored to ensure full participation.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will ensure active student participation by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will implement clear classroom learning procedures and routines consistently but remain flexible and fluid to adapt to the learning task as needed.</p> <p>Strategy's Expected Result/Impact: 80% of classrooms will demonstrate clear classroom procedures and routines consistently by June 2023.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				552
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2023, the Early Childhood Academy collaborative team 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>Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning. Strategy's Expected Result/Impact: The Collaborative Team at ECA will rate at the "Developing" level in Indicator #1 by June 2023. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				553

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2023, the Early Childhood Academy collaborative team 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>Strategy 1: Collaborative Teams: Indicator #1: *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning. *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles. *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p>Strategy's Expected Result/Impact: The collaborative team at ECA will rate at the Developing level on Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
				554
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2023, the Early Childhood collaborative team 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>Strategy 1: Strategy 1: Collaborative Teams: 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>Strategy's Expected Result/Impact: The collaborative team at ECA will rate at the "Developing" level in Indicator #1 by June 2023.</p> <p>Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June


 No Progress
  Accomplished
  Continue/Modify
  Discontinue


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


Performance Objective 1: Aledo ISD will reduce the Paraprofessional turnover rate to less than 25% by the end of June 2023.


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

Strategy 1 Details	Reviews			
<p>Strategy 1: A. Provide and communicate grant program opportunities during the fall 2022 semester, recognizing potential paraprofessional staff and campus guest teachers who have a goal to move into full-time teacher roles. B. Research and design; three strategies during the fall 2022 semester to implement as we recruit a more diverse workforce, improving the current Grow Your Own/grant program for district paraprofessionals. C. Implement stay interviews for all paraprofessionals to determine the satisfaction of all employees. Approximately eleven interviews will occur each month by HR staff beginning in October 2022 and being completed by June 2023.</p> <p>Strategy's Expected Result/Impact: A. Increase paraprofessional retention by June 2023, resulting in a turnover rate of less than 25%. B. Develop pipeline of paraprofessionals who ultimately teach for Aledo ISD. Staff Responsible for Monitoring: Executive Director of Human Resources Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
	556			

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Performance Objective 2: The 2019 bond program construction projects, McAnally Middle School, Aledo Middle School Renovation/Addition, New Vandagriff Elementary School, and Aledo ISD Early Childhood Academy will be completed by June 2023 and within the Board approved budget for each project.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: On-going meetings will be held with engineers, architects, contractors, and AISD staff to monitor and maintain a schedule of activities to ensure timely completion of each construction project by June 2023 within budget.</p> <p>Strategy's Expected Result/Impact: Expenditure records for the 2019 bond program will document the completion of all projects within budget by June 2023.</p> <p>Staff Responsible for Monitoring: Chief Financial Officer Director of Construction and Facilities Chief Facilities and Construction Officer</p>	Formative			Summative
	Dec	Feb	Apr	June
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	557





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

Performance Objective 3: Aledo ISD will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness, safety, and security of all students and staff. For the 2022-2023 school year, Aledo ISD will promote parent engagement across the district.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will promote and support parent involvement across the district through activities such as: volunteer opportunities, parent event attendance, and participation in campus and district committees.</p> <p>Strategy's Expected Result/Impact: The district will establish a baseline by collecting the data of the number of volunteers, attendance at parent events, and participation of parents in campus/district committees during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Director of Communications Campus Administration District Administration</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The district will offer and promote monthly parent awareness and training opportunities.</p> <p>Strategy's Expected Result/Impact: Parents will attend these events and the district will use parental feedback to determine future events during the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Director of Communications</p>	Formative			Summative
	Dec	Feb	Apr	June





Strategy 3 Details	Reviews			
<p>Strategy 3: The district will address the following barriers to parent engagement as identified in the 2022 Panorama survey responses that fell below a 75% favorable response rate.</p> <ul style="list-style-type: none"> Parents are too busy; School staff seem to busy; Parents feel unsure about how to communicate with the school; School provides little information about involvement opportunities; Parents do not feel a sense of belonging with their child's school; Parents worry that adults at the school will treat their child differently when raising a concern. <p>Strategy's Expected Result/Impact: The favorable responses for each barrier identified above will increase in the 2023 Panorama parent survey by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Executive Director of Student Services Campus Administration</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

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

Performance Objective 4: For the 2022-2023 school year, Aledo ISD will increase attention on safety and security in order to promote an environment in which students, parents, and staff feel safe.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will increase communications with parents and the community related to safety planning, drilling, and incidents that may occur.</p> <p>Strategy's Expected Result/Impact: Measured by monthly communications sent district-wide during the 2022-2023 school year and the enhancement of the district safety webpage.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent of Student and Community Services Director of Communications Executive Director of Student Services</p>	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Throughout the 2022-2023 school year increase security at all campuses by locking 100% of campus doors: Exterior doors, Occupied classroom doors, Unoccupied classroom doors, and Ancillary doors. Daily campus police officers will check doors and report via google survey to the Chief of Police.</p> <p>Strategy's Expected Result/Impact: 100% of exterior and interior classroom doors will be locked during the school day to maintain a safe and secure environment.</p> <p>Staff Responsible for Monitoring: Chief of Police All Campus Officers Campus Administration Campus Staff</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>				

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Christy Tolbert	Principal
Classroom Teacher	Mandi Dietz	ECSE teacher
Classroom Teacher	Marian Flinchbaugh	classroom teacher
Classroom Teacher	Tricia Pettigrew	classroom teacher
Classroom Teacher	Kristi Leeper	classroom teacher
Classroom Teacher	Nicki Morgan	classroom teacher
Classroom Teacher	Louisa Decker	classroom teacher
Classroom Teacher	Haley Kimberling	classroom teacher
Parent	Monica Espinoza	parent
Business Representative	Janet Coble	business representative
Paraprofessional	Jil Beal	campus support staff
Community Representative	Samantha Booms	community representative

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