

Aledo Independent School District
Stuard Elementary
2021-2022 Campus Improvement Plan



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 49 staff members: 36 teachers, 5 professional support, 2 campus administrators, 3 educational aides, and 3 specialists (instructional, reading and intervention).

Our campus is 84.52% White, 10.26% Hispanic, 4.35% Two or more races, .7% African American, .17% Asian, and 0% American Indian or Alaskan Native. There are 9.22% of students receiving Special Education services and 4.35% of our students are served in the Gifted and Talented Program. The campus is 4% Economically Disadvantaged, 8.7% At-Risk, and .87% English Learners. Our attendance rate is 97.56%. 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

Student Achievement had been consistent in most areas but there were drops in our STAAR Scores from 2019 to 2021. We didn't have STAAR data from 2019-20 due to COVID-19. Drops are consistent with the rest of the district, however are not as drastic as the drops statewide.

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.

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 funds will be used for homeless student supplies, \$1511.
- Title II Campus funds of \$5632 will be utilized for professional learning.
- Title III funding of \$17,189 will be utilized for supplies and tutoring based on needs identified by the campus ESL teacher and administration.
- 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.

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 Health and Safety Protocols due to COVID-19 and 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, \$5632, will be allocated for staff members to receive training in PLC.
- Title 4 funding, \$21,328, will be allocated for staff members to receive Capturing Kid's Hearts Training.
- Continue to educate students and parents on bullying definitions and procedures.

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.

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. There is approximately \$5632 allocated for Stuard.

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 recent changes in classroom dynamics due to health and safety restrictions and requirements.

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.

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.
- Continue to add campus GT specialists until we have one at each elementary campus to better serve the needs of identified students and all students by facilitating extensions and differentiation.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): 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 (Prioritized): After an analysis of district data, students are not demonstrating yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

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: Movies with Mom, Teams of Tomorrow, Runner's Club, Veteran's Day Program, Watchdog Dads, Cowtown 5K, Daddy/Daughter Dance, Grandparent's Day Breakfast, and an active PTO, however during this unique time of COVID-19, we are exploring new ways to keep our community engaged. 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 during this unique time of COVID-19 need to be re-visited regularly at 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, Collaborative Team meetings, and training in balanced literacy. District initiatives have also been implemented: Critical Writing, Authentic Literacy, Fundamental 5, and Thinking Maps. There have been additions in technology hardware to the classrooms (teacher iPads, student Chromebooks, and Promethean ActivPanels) that have encouraged changes in teacher's presentation of content.

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.
- 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 districtwide 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. AISD has purchased Chromebooks and wifi hotspots for students as needed. 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.

Priority Problem Statements

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 1: Alignment and consistent focus over time on research based instructional practices to enhance HLQ opportunities for academic discussion is needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

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 2: Alignment and consistent focus over time on research based instructional practices is needed.

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/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 Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP 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

- 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: Stuard Elementary will implement district identified best instructional practices that include daily evidence of high yield formative assessments 100% of the time, by June 2022





Evaluation Data Sources: Data from Daily Impact Walks 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, 100 % of the time by June 2022</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
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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 2022

Evaluation Data Sources: Daily Impact Walks and Remote Lessons Reviews

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, and So That I Can, with fidelity, by June 2022.</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 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</p> <p>Strategy's Expected Result/Impact: 100% of teachers will utilize critical writing in daily instruction by June 2022</p> <p>Staff Responsible for Monitoring: Campus Administration District Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</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 2022, 88% 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 *Teachers will clarify essential learning standards for each unit and criteria for student mastery *Collaborative teams will begin to adjust curriculum, pacing and instruction based on evidence of student learning</p> <p>Strategy's Expected Result/Impact: 88% of Collaborative Teams at Stuard 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> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2022 93% 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: 93% 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</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
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Goal 2: Professional Learning Community Actions


Performance Objective 3: By June 2022, 85% 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. Strategy's Expected Result/Impact: 85% of Stuard Collaborative Teams will rate at the "Developing" level in Indicator #1 by June 2022. Staff Responsible for Monitoring: Collaborative Teams Instructional Specialist Campus Administration District Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 1: The Child Nutrition Department will develop and implement a student and parent survey system to receive continuous ratings for food taste, quality, and appearance as well as customer service during the 2021-2022 school year.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: A. STUDENT SURVEY: Each campus child nutrition manager will randomly pass out comment cards during meal times to approximately twenty to twenty-five students each month. Comment cards will include ratings for food taste, quality and appearance as well as customer service, and a comment section on ideas for improvement and additional comments. B. PARENT SURVEY: Fifty parents of students who regularly eat in the cafeteria will receive an email invitation to complete an online customer satisfaction survey each month. Surveys will also be available through a link on the child nutrition website page and/or through Bearcat Blast. Surveys will include ratings for food taste, quality and appearance as well as customer service, accessibility to nutritional and department information, pricing, and a comment section on ideas for improvement and additional comments.</p> <p>Strategy's Expected Result/Impact: 75% of student and parent surveys will indicate customer satisfaction with the food taste, quality, and appearance for the items served by the Aledo ISD Child Nutrition Department by June 2022.</p> <p>Staff Responsible for Monitoring: Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists</p>	Formative			Summative
	Dec	Feb	Apr	June


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


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy 1: A. The Transportation Department will collect data for each route including the student wait time at the campus and the student ride time on the bus. B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain meeting minutes to review data and make necessary adjustments to meet the established standard. C. Weekly Transportation Department meetings of the Transportation Director and Chief Financial Officer will include a detailed review of issues including; 1. a bus being late three or more days for drop off or pick up 2. students not arriving in time to eat breakfast 3. any student's total wait time and ride time exceeding 75 minutes D. Routes will be redrawn and/or recommendations will be made if additional drivers and buses are deemed necessary to meet the established standards. E. Fifty parents of students who regularly access bus transportation will receive an email invitation to complete an online customer satisfaction survey each month. Items will include timely communication to parents, student safety, and student experience on the bus.</p> <p>Strategy's Expected Result/Impact: Student total wait time and student ride time will be no more than the maximum number of minutes allowed and students will arrive to campus on time, 100% of the time, by June 2022. Parent survey results will be reviewed throughout the 2021-2022 school year in order to set additional short and long term goals. Staff Responsible for Monitoring: Staff Responsible for Monitoring: Chief Financial Officer Transportation Director Route Coordinator Campus Administrators</p>	Formative			Summative
	Dec	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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	Jamie Littleton	Kinder Teacher
Classroom Teacher	Kevin Porras	Specials Teacher
Classroom Teacher	Kim Martin	1st Grade Teacher
Business Representative	Janet Coble	Business Rep
Classroom Teacher	Brittany Crimmings	5th Grade Teacher
Business Representative	Sarah Gallaher	Business Rep
Community Representative	Jared Gabbert	Community Rep
Community Representative	Terry Cockerham	Community Rep
Parent	Laura Morrow	Parent Rep
Parent	Lilli Oligschlaeger	Parent Rep

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)	*Local Education Agency Deputy Superintendent Executive Director of Student Services and Safety Campus Administrator Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
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.

* (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 			
<p>8. Pregnancy Related Services</p> <ul style="list-style-type: none"> District-wide procedures for campuses, as applicable 		Executive Director of Student Services and Safety	Individualized student plans
<p>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</p> <ul style="list-style-type: none"> Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> Higher education admissions and financial aid, including sources of information TEXAS grant program Teach for Texas grant programs The need to make informed curriculum choices for beyond high school Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills, and competencies necessary for 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
<p>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</p>	ESSA	Deputy Superintendent Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> • 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(LLEGAL) CKE(LOCAL)	Chief of Police Executive Director of Student Services Deputy Superintendent	Board Policy: BQ(LLEGAL), 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(LLEGAL) EHBB(LOCAL)	Gt Specialists GT Coordinator Advanced Academics Coordinator Executive Director of Student Services Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook Board Policy: EHBB(LLEGAL) EHBB (LOCAL)