Aledo Independent School District

Annetta Elementary

2021-2022 Campus Improvement Plan

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 721 students with 47.6% female and 52.4% male. The breakdown of ethnicity is as follows: African American 0.7%, Other 3.9 %, Caucasian 76.8%, and 18.6% Hispanic. Our economically disadvantaged population is 14%. The percent of students receiving special education services is 12.2% and our students receiving ESL services is 4%. Additionally, we have 3.3% 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 instructional specialist, one part-time literacy specialist, one full-time campus librarian, forty-three full-time instructional professionals, three part-time diagnosticians, 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.

Annetta gathered data from many sources in developing our Comprehensive Needs Assessment.

Demographics Strengths

- Annetta has a highly qualified faculty, certified in area of content

- All K-2 teachers are participating in Reading Academies during the 21-22 school year

- 91% of our core faculty staff are ESL Certified...100% of classroom teachers will be certified by the end of the 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:

- Continue to assess the needs of our students

- Continue to create and build relationships with our students and families

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some students at Annetta do not have the appropriate academic background. **Root Cause:** Remote learning and quarantines created gaps in student learning.

Student Achievement

Student Achievement Summary

Annetta Elementary School believes that achievement and success for all students is the main priority.

As a campus, we are developing 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...

May 2021 STAAR Mathematics, Grade 3

	Total Students	Approaches	Meets	Masters
Annetta Elementary School	111	90.09%	54.96%	29.73%
Economic Disadvantage	26	88.46%	34.62%	19.23%
American Indian/Alaskan Native	*	*	*	*
Hispanic	16	93.75%	37.50%	25%
Two or More Races	6	100%	66.67%	50%
White	88	88.64%	56.82%	28.41%
LEP	*	*	*	*
Special Ed Indicator	14	64.29%	14.29%	14.29%

May 2021 STAAR Reading, Grade 3

	Total Students	Approaches	Meets	Masters
Annetta Elementary School	108	93.52%	62.04%	38.89%
Economic Disadvantage	25	88%	40%	20%
American Indian/Alaskan Native	*	*	*	*
Hispanic	16	87.50%	43.75%	25%
Two or More Races	6	100%	83.33%	83.33%
White	85	94.12%	63.53%	37.65%
LEP	*	*	*	*
Special Ed Indicator	13	61.54%	23.08%	7.69%

May 2021 STAAR Mathematics, Grade 4

	Total Students	Approaches	Meets	Masters
Annetta Elementary School	85	76.47%	54.12%	40%
Economic Disadvantage	13	61.54%	30.77%	7.69%
Asian	*	*	*	*
Hispanic	16	68.75%	37.50%	31.25%
Two or More Races	8	87.50%	75%	25%
White	60	76.67%	55%	43.33%
LEP	7	28.57%	0%	0%
Special Ed Indicator	12	33.33%	16.67%	16.67%

May 2021 STAAR Reading, Grade 4

	Total Students	Approaches	Meets	Masters
Annetta Elementary School	72	75%	52.78%	34.72%
Economic Disadvantage	12	41.67%	0%	0%
Asian	*	*	*	*
Hispanic	15	46.67%	26.67%	20%
Two or More Races	7	100%	57.14%	28.57%
White	49	79.59%	59.18%	38.78%
LEP	7	14.29%	0%	0%
Special Ed Indicator	10	30%	20%	10%

May 2021 STAAR Writing, Grade 4

	Total Students	Approaches	Meets	Masters
Annetta Elementary School	84	64.29%	39.29%	20.24%
Economic Disadvantage	13	23.08%	7.69%	7.69%
Asian	*	*	*	*
Hispanic	16	43.75%	25%	18.75%
Two or More Races	8	62.50%	62.50%	25%
White	59	69.49%	38.98%	18.64%
LEP	7	14.29%	0%	0%
Special Ed Indicator	12	16.67%	8.33%	0%

* 5 or less students represented in subpop

Problem of Practice: Based on district trends and best practice, there is limited evidence of higher order questioning (HLQ) across all content and grade levels.

Theory of Action:

- Increase high level questioning that leads to academic discussion
    - Planned questions in lesson plans
    - Essential Questions posted on white board
- PLC Process
    - Plan lessons with HLQ's, Common Formative Assessments (CFAs), data trackers, goal setting
    - Increase content skills through modeling
- Provide and attend Professional Learning sessions on HLQ
    - TTESS Pre-Conferences/Rubric Connections
    - Coaching Cycles

Guiding Questions:

- How will we ensure HLQ/Academic Discussion across all content areas?
- What feedback will be given to teachers to guide academic discussion in their classrooms?
- How will we gather teacher input to identify needed support for teachers to ensure HLQ?
- What evidence will there be to identify the presence of HLQ/Academic Discussion?

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
        - 18 students
    - 4th Reading
        - 11 students
    - 5th Math
        - 27 students

- 5th Reading
  - 27 students

Student Achievement 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

- The district receives $17,189 for Title 3 to support ESL students with supplies and tutoring

Needs:

- Continued Professional Learning opportunities for staff on HLQ and other district instructional practices

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: There is a gap in student learning and performance across grade levels. **Root Cause:** COVID remote learning and inconsistent attendance due to quarantine attributes to this gap.

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. Through the adoption of Capturing Kids' Hearts, 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."

Annetta has implemented student recognition through "Positive Office Referrals" 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 schoolwide programs such as StuCo, Morning Monitors, and Student Ambassadors.

The Annetta staff is 100% highly qualified and works together to maintain a positive climate and culture.

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

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.

School Culture and Climate 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 positive school culture and climate

- Capturing Kids Hearts to build relationships - The district has $21,328 allocated for Capturing Kids' Hearts training

- Student Ambassador program allows students to engage in leadership activities and increase the connectedness of all students

- 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

Needs:

- Continue to improve 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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: There is not a shared sense of belonging among all students and families. **Root Cause:** We are a brand new campus and are still developing our culture.

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. 53% of our staff were previously Aledo ISD staff members. 47% of our staff are new to Aledo ISD. 18 of our teachers came from another Aledo ISD campus. 23 are new to Aledo ISD. In interviewing new staff members, we interviewed approximately 50 candidates for our 23 open positions.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff are 100% highly qualified

- Professional Learning is provided to develop new ideas that promote student success

- Staff member of the Month is selected by peers

- 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

Needs:

- As a brand new campus, teachers need time to establish professional relationships, procedures, and routines to effectively meet the needs of their students

- Teachers are recognized for accomplishments and contributions

- As a Title 1 campus, funding contributes to the salary of the Campus Instructional Specialist. The amount is $41,385.85

- 91% 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

- 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 as a 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

- The campus receives $6,336 in Title II funds for professional learning opportunities

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

- Continue to improve upon interventions and extensions for all students through our PLC process

- Secure 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): Problem of Practice: Based on district trends and best practice, there is limited evidence of higher order questioning across all content and grade levels. **Root Cause:** Lack of training, Lack of Exemplars

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 are needed.

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 in spite of COVID restrictions. Our families are very important to the educational process as well as to the safety and security of our school. Despite some of the restrictions, we have been able to continue to have parent volunteers in collaboration spaces, the library and the office. We involve the community through our AISD app, parent emails and Blackboard texts, Aledo and Annetta web pages, Class Dojo, Annetta Elementary Facebook page, teacher web pages and our PTO newsletter.

Parent and Community Engagement Strengths

- Watch D.O.G.S program

- Raptor sign in/out system,

- Parent Volunteers

- Active PTO

- 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)

- Fall Virtual Curriculum Night

- Choir Concert

- Scholastic Book Fair

- Kindergarten Round Up

- Annual PTO Food Drive

- Coffee Conversations with the Principal

- Start with Hello Week

Needs:

- Continue to gather parent input and feedback on committees

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 supports 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

- Teachers meet weekly for 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

Needs:

- Strong staff involvement that respects all voices and ideas

- Continue looking for ways to create and improve our home-school partnerships

- Continue to establish routines and procedures for events and fundraising through PTO

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 Chromebook for each student along with a ten-foot interactive board for all to use. Each grade-level pod is also equipped with one of the interactive boards. 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.

Annetta Elementary School uses technology on a daily basis to ensure quality instruction and learning.

Technology Strengths

- Teachers utilize individual web pages, and various social media resources to keep parents informed (upcoming assignments, announcements, deadlines)

- 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

Needs:

- LMS - making sure all students have working knowledge of LMS and are able to independently interact with content within the LMS

Priority Problem Statements

Problem Statement 1: Problem of Practice: Based on district trends and best practice, there is limited evidence of higher order questioning across all content and grade levels.

Root Cause 1: Lack of training, Lack of Exemplars

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 are 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 goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) 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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data

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 2022.

Evaluation Data Sources: Data from Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details		Reviews		
Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2022. **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	**Dec**	**Feb**	**Apr**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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 2022.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Strategy 1 Details			Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We Will, I Will, and So That I Can, with fidelity, by June 2022.			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6						
Strategy 2 Details			**Reviews**			
Strategy 2: Teachers will implement Critical Writing in daily instruction.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2022.			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration **Title I Schoolwide Elements:** 2.4, 2.5, 2.6						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2022, 100% of the Annetta 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			
Strategy 1: Collaborative Teams will:	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
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: 100% of Collaborative Teams campuswide will rate at the "Developing" level in Indicator #1 by June 2022.				
Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2022, 100% of the Annetta 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			
	Formative			**Summative**
Strategy 1: Collaborative Teams:	**Dec**	**Feb**	**Apr**	**June**
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.				
Strategy's Expected Result/Impact: Ratings on the Professional Learning Community at Work Continuum				
Staff Responsible for Monitoring: Collaborative Teams Instructional Specialists Campus Administration				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2022, 100% of the Annetta Elementary collaborative teams campuswide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

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

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams:	**Formative**			**Summative**

Indicator#1:
* have established an annual SMART goal and assess progress toward reaching the goal.
* teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.
    Strategy's Expected Result/Impact: 100% of Collaborative Teams campuswide will rate at the "Developing" level in Indicator #1 by June 2022.
    Staff Responsible for Monitoring: Collaborative Teams
Instructional Specialists
Campus Administration
    Title I Schoolwide Elements: 2.4, 2.5, 2.6
	Dec	**Feb**	**Apr**	**June**

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

Goal 3: Annetta Elementary 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			
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.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
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. **Staff Responsible for Monitoring:** Director of Child Nutrition Child Nutrition Supervisor Campus Cafeteria Managers Child Nutrition Specialists				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Annetta Elementary 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			
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.	**Formative**			**Summative**
B. Transportation Director, Route Coordinator, and Chief Financial Officer will meet on a weekly basis and maintain	**Dec**	**Feb**	**Apr**	**June**

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. Surveys will also be available through a link on the transportation website page and/or through Bearcat Blast.
 	
    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: Chief Financial Officer
    Transportation Director
    Route Coordinator
    Campus Administrators				

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

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Holly Elgin	Principal
Administrator	Alyssa Seay	Assistant Principal
Instructional	Marissa Torres	Instructional Specialist
Classroom Teacher	Kelly Stowe	Teacher
Parent	Courtney Edwards	Parent
Classroom Teacher	Cindy Smith	Teacher
Business Representative	Mary James	Business Representative
Business Representative	Lauren Davis	Business Representative
Business Representative	Kendra Tatham	Business Representative
Non-classroom Professional	Cassie Pope	Counselor
Classroom Teacher	Kelsey Dyck	Teacher
Parent	Emery Harbuck	Parent
Community Representative	Lynn Carpenter	Community Member
Classroom Teacher	Sarah Restrepo	Teacher
Classroom Teacher	Elizabeth Howard	Teacher
Community Representative	Lana Hoover	Community Member

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 *Local Education Agency	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
1. **Bullying** • 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** • 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** • 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** • 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** • 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)** • 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)
• Migrant Services Coordination • A priority services action plan with instructional interventions based upon disaggregated migrant student data			
8. **Pregnancy Related Services** • 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**
• Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about:
   o Higher education admissions and financial aid, including sources of information
   o TEXAS grant program
   o Teach for Texas grant programs
   o The need to make informed curriculum choices for beyond high school
   o 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)
• 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 • Sexual abuse • Sex trafficing	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 • District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/ guardian notification procedures o Trauma-informed care o 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)

13. Student Welfare: Discipline/Conflict/Violence Management (DIP)
• Methods for addressing
  o Suicide prevention including parent/guardian notification procedure
  o Conflict resolution programs
  o Violence prevention and intervention programs
  o Unwanted physical or verbal aggression
  o Sexual harassment
  o Harassment and dating violence
	TEC 11.252(a)(3)(E)
	TEC 11.252(3)(B)
	TEC 11.252(3)(B)
	TEC 11.253(d)(8)
	
	TEC 37.001
	Family Code 71.0021
	TEC 37.0831
		Deputy Superintendent
		
		Executive Director of Student Services and Safety
		
		Campus Administrators
		
		Counselors
			Board Policies: FFB, FOC, FOCA, DMA and FFE

14. Texas Behavior Support Initiative (TBSI) • Instruction of students with disabilities – designed for educators who work primarily outside the area of special education	TEC 21.451(d)(2) Board Policy DMA(Legal)	Assistant Superintendent of Curriculum & Instruction Director of Special Programs	Board Policy DMA(Legal)
15. Technology Integration in Instructional and Administrative Programs	TEC 11.252(a)(3)(D) TEC 28.001	Assistant Superintendent of Curriculum & Instruction Chief Financial Officer IT Director	

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 • 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)