

**Aledo Independent School District**  
**Annetta Elementary**  
**2024-2025 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 687 students with 49.1% female and 50.9% male. The breakdown of ethnicity is as follows: African American .6%, Other 3%, Caucasian 75.3%, and 21.1% Hispanic. Our economically disadvantaged population is 16.5%. The percent of students receiving special education services is 20.9% and our students receiving ESL services is 6%. Additionally, we have 6.1% 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 licensed vocational nurse, one full-time instructional specialist, one full-time campus librarian, thirty-two full-time certified classroom teachers, two full-time Dyslexia specialists, one part-time ESL paraprofessional, one part-time GT teacher, one full-time diagnostician, three full-time special education instructors and four instructional aides.

At Annetta, we are dedicated to ensuring that students have opportunities to master skills and knowledge while creating exceptional experiences each day. 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.

### Demographics Strengths

#### Strengths:

- Annetta has a highly qualified faculty, certified in area of content
- 95.4% of K-3 teachers have completed Reading Academies, with 100% expected at 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
- 96.8% of our core faculty staff are ESL certified - 100% of classroom teachers will be certified by the end of the school year

#### Needs:

- Connecting with Emergent Bilingual families

- Increased ADA to ensure access to full scope of curriculum

# Student Achievement

## Student Achievement Summary

At Annetta, we assess our K-2 students using mClass to identify early reading indicators and IXL to identify specific math needs. Both mClass and IXL include progress monitoring to maintain an accurate pulse on student achievement and growth. In grades 3-5, students are assessed at beginning and middle of the year using the MAP NWEA assessment. Some students are also assessed at the end of the year, to monitor growth.

### Kindergarten mClass

At the beginning of the year, 34% of kindergartners were well below benchmark, 24% were below benchmark, 12% were at benchmark, and 30% were above benchmark on the Foundational Skills Mclass assessment.

### First grade mClass

At the beginning of the year, 12% of first graders were well below benchmark, 14% were below benchmark, 38% were at benchmark, and 36% were above benchmark on the Foundational Skills Mclass assessment.

### Second Grade mClass

At the beginning of the year, 21% of second graders were well below benchmark, 14% were below benchmark, 31% were at benchmark, and 34% were above benchmark on the Foundational Skills Mclass Assessment.

### IXL

At the beginning of the year, 89% of kindergartners are on or above grade level, and 11% are below grade level on the IXL Math Diagnostic.

At the beginning of the year, 88% of first graders are on or above grade level, 10% are below grade level, and 2% were far below grade level on the IXL Math diagnostic.

At the beginning of the year, 59% of second graders were above grade level, 27% were on grade level, 12% were below grade level, and 2% are far below grade level on the IXL Math Diagnostic.

### 3rd Math MAP

At the beginning of the year, 14% of 3rd graders did not meet, 86% approached, 68% met, and 38% mastered on the MAP Math assessment.

### 4th Math MAP

At the beginning of the year, 14% of fourth graders did not meet, 86% approached, 71% met, 39% mastered on the MAP Math assessment.

#### 5th Math MAP

At the beginning of the year, 14% of fifth graders did not meet, 86% approached, 71% met, and 48% mastered on the MAP Math assessment.

#### 3rd RLA MAP

At the beginning of the year, 26% of third graders did not meet, 74% approached, 62% met, and 32% mastered on the MAP Reading Assessment.

#### 4th RLA MAP

At the beginning of the year, 20% of fourth graders did not meet, 80% approached, 64% met, and 40% mastered on the MAP Reading Assessment.

#### 5th RLA MAP

At the beginning of the year, 17% of fifth graders did not meet, 83% approached, 71% met, and 36% mastered on the MAP Reading Assessment.

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' assessment data, our team has determined that a commitment to the workshop model will allow greater differentiation and engagement for students at all levels.

### **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

Title funding will be utilized for:

- Campus Title IA: \$1,655: supplies for homeless students
- Campus Title I funds in the amount of \$80,978 will be utilized to support the Instructional Specialist position on the campus
- Campus Title II funds in the amount of \$14,140 will be utilized for professional learning for all staff
- District Title III funding of \$22,122 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 \$11,314 will be utilized to support safe and healthy students district-wide

Needs:

- Continued Professional Learning on differentiation to ensure fidelity in implementation



# District Culture and Climate

## District 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. In addition, we have selected around 50 4th and 5th grade students to serve as House Leaders - these new 4th and 5th grade student leaders will be encouraging greater involvement and pride in the House system at Annetta.

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, our campus starts our Wednesdays with House Meetings. Additionally, we celebrate students at our quarterly pep rally and celebration.

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 monthly check the pulse of the campus, instructionally and culturally, and make decisions on the path forward.

We are hosting multiple Family Engagement Nights (including Fine Arts Night, Night at the Museum), a Fall Festival, and an All Around Annetta Welcome to our House 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.

## District Culture and Climate Strengths

### Strengths:

- All staff work together to create a safe learning environment for students
- Annetta staff values restorative conversations in place of punitive discipline
- Student Council promotes a positive school culture and climate
- Use components of Capturing Kids' Hearts like a social contract and the four questions to establish positive relationships with students
- 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 (Bearcat Boosts) to others that are shared with all the staff through the weekly newsletter.
- Staff members are recognized for their positive contributions to Annetta through a monthly recognition program aligned to our monthly character strengths. A local business partner sponsors this recognition
- Annetta uses a House System to engage students in a sense of belonging in and across the campus

**Needs:**

- Training and tools to assist teachers in implementing Tier 2 and Tier 3 behavior interventions for students struggling to self-regulate
- Continue to adapt to new safety procedures throughout the school to ensure fidelity
- Continue Culture Celebrations such as National Hispanic Heritage Month and Black History Month events
- Continue to organize and structure 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.

## 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 based on a specific character strength from Positivity Project
- Instructional/Intervention specialist provides coaching to teachers and tier 3 intervention in grades 3-5
- Librarian is providing tier 3 intervention in grades K-2
- 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

### Needs:

- Continued teacher recognition for accomplishments and contributions
- 96.8% 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, The Writing Revolution, Savaas Math and Science curriculum, Pearson Reading, Really Great Reading (K-2), Heggerty (K-2), 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
- Each student will maintain a binder with relevant data point to show and celebrate growth throughout the school year

### Needs:

- Ongoing professional development for workshop model to ensure that all teachers are differentiating and meeting the needs of all students
- Create more targeted interventions and extensions for all students through our PLC process

# Family and Community Engagement

## Family 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.

## Family 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
  - Staff Appreciation
  - Annual PTO Food Drive
  - Big Kahuna Fundraiser
  - Room Parents
  - Lemonade & Literacy
  - Fall Festival
  - Parent Volunteers
- School Newsletters all help make our parents feel a part of the school and educational process
- Student Leadership Opportunities
  - Morning Monitors
  - StuCo
  - Student Ambassadors
  - House Leaders
- Parent representatives on school health advisory committee (SHAC)
- Welcome to Our House (Curriculum Night)
- Literacy and Lemonade (A Grandparents and Grand Adults Event)
- Choir Concerts
- Scholastic Book Fair
- Kindergarten Round Up
  - Kinder Kamp
  - Kinder Parent Information Night
- Welcome Walks
  - Popsicles with the PrinciPAL

- Start with Hello Week
- Red Ribbon Week
- Teacher-Parent Communication (at least three required - one email, one phone call, one in person conference)
- 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

# District Organization

## District Organization Summary

Annetta Elementary is a K-5 elementary school that opened in August 2021. The Annetta staff and the PTO have partnered 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.

## District 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

### 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 in grades 3-5 and 12 Chromebooks for each classroom in grades K-2. Each classroom also is equipped 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
- GoGuardian for student safety
- 3D Printer

### Needs:

- Technology training to keep teachers current on apps, tools for learning and technology safety



# Goals

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

**Performance Objective 1:** Annetta will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2025.

**Evaluation Data Sources:** Data from Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will implement Framing the Lesson in daily Instruction.	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div>95%</div>			
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement Critical Writing in Daily instruction (Weekly in Math).	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div>95%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: Annetta will implement the active participation indicator of the learner engagement rubric with fidelity in 100% of classrooms, by June 2025.






Evaluation Data Sources: Daily Impact Walks

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize Frequent Small Group Purposeful Talk (FSGPT) to gain actionable data to drive instruction.	Formative			Summative
	Dec	Feb	Apr	June
	<div><div></div>90%</div>			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Professional Learning Community Actions






**Performance Objective 1:** By June 2025, 100% of the Annetta 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			
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.	Formative			Summative
	Dec	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 2: Professional Learning Community Actions

**Performance Objective 2:** By June 2025, 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.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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.		Formative			Summative
		Dec	Feb	Apr	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 2: Professional Learning Community Actions






**Performance Objective 3:** By June 2025, 100% of the Annetta collaborative teams districtwide will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.	Formative			Summative
	Dec	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> 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 1:** Annetta Elementary will maintain an attendance rate of 97% for the 2024-2025 school year.

**Evaluation Data Sources:** Ascender Data; Formal and Informal Attendance Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> * Celebrate Attendance Week - Parent Engagement Campaign * Parent Education on Attendance * Positive Attendance Recognition for Improvement <b>Strategy's Expected Result/Impact:</b> Increased Attendance Rate <b>Staff Responsible for Monitoring:</b> Campus Principal, Campus Assistant Principal, Registrar  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Dec	Feb	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# Title I

## 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.

Campus Improvement Committee Meeting: September 17, 2024

Title I \$80,978

Title I District Homeless \$1,655

Title II \$14,140

Title III District \$22,122

Title IV District \$11,314

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Committee meets at least annually to review and adjust the needs assessment narratives, including "Parent and Community Engagement" activities and campus goals and strategies. Feedback regarding the Parent Involvement Policy is shared at the district level so it can be considered when reviewing the district's Parent Involvement Policy. The committee includes teachers, administrators, staff, parents, community members and business members.

The Campus Improvement Committee met on September 17, 2024 to review the needs assessment narratives and campus goals.

## 2.2: Regular monitoring and revision

The Campus Improvement Committee will meet in the Spring to monitor formative and summative goal data. The campus principal will update the goals quarterly.

## 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. Translations are available by contacting the teacher or campus administration. Campus communication through Blackboard is translated to the primary language requested by the parent or guardian. Parents and community can access information on the district website in multiple languages by utilizing the translation option at the top of the webpage.

## 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".

Each school year, parents and families are invited to a Curriculum Night where campus administrators and teachers help parents understand the connection between curriculum, instruction and state and local assessment. Parent training is provided on the District Instructional Focus, how the Professional Learning Community process ensures all students meet proficiency on grade level standards, how parents can stay involved with their student's academic success including how to monitor progress through technology resources and the importance of partnering with the teacher and school throughout the year.

The state standards are the curriculum of the district and all decisions about intervention are focused around student success on the essential standards. Collaborative teams set grade level goals and work individually with students to set student achievement goals. Collaborative teams meet weekly to review student achievement data, including formative and summative classroom assessments and district screeners and benchmarks to determine intervention and extension needs for individual students. Intervention and extension are provided during the daily flex period so that students receive ongoing support throughout the year to meet proficiency of grade level standards. Teachers ensure implementation of IEP and IAP accommodations for students who need support gaining access to the state standards. Parents receive progress and assessment reports throughout the year with ongoing opportunity for parent and teacher collaboration.

The campus coordinates transition planning for incoming Kindergarten students who have participated in the district's Pre-K program to ensure supports are consistent between campuses including any accommodations necessary to meet state standards.

## **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. Teachers plan core lessons within a workshop model framework allowing small group instruction during class to maximize instructional minutes. Lesson design includes daily objectives with a focus on rigor and relevance within a productive learning environment. In addition, the campus master schedule includes a daily flex period where students receive targeted intervention and extension based on formative and summative data. Students attend rotations such as music, art and MakerSpace in addition to receiving counselor guidance lessons.

## **2.6: Address needs of all students, particularly at-risk**

The Professional Learning Community process ensures that we are looking at student performance on an individual basis and monitoring student growth throughout the year. Each week, Collaborative Teams answer four questions when reviewing student data: What do we expect students to learn? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already know it? In response to the third question, teachers and interventionists work with students to ensure growth and achievement on essential grade level standards.

The Instructional Specialist, Librarian and Compensatory Education tutors work with Tier 3 students to ensure growth and achievement.

## **3.1: Annually evaluate the schoolwide plan**

The Campus Improvement Plan will be evaluated annually by the Campus Improvement Committee. Multiple forms of data, including formative data on campus improvement goals, local and state student achievement data and parent and staff survey data, are used to drive discussions and decisions. The Campus Needs Assessment is the foundation for the Campus Improvement Plan including goals and strategies.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement (PFE) Policy and Title I components are required under the ESSA statute and are subject to review by TEA. The PFE Policy and Title I components are reviewed annually with the Campus Improvement Committee and for all parents and families, during the Title I parent meetings. Stakeholders are given the opportunity to provide feedback on the policy so that parent and family engagement activities can be updated as needed. In addition, the Teacher/Parent/Student Compact is reviewed and feedback requested at the Title I meetings and in the parent and staff newsletter to foster a culture of belonging and partnership between all stakeholders.

The Parent and Family Engagement Policy is available to all families in the Student Handbook, housed on the campus web page. This was additionally shared with families in the campus newsletter. In addition, the Campus Improvement Plan is shared with all stakeholders via the campus webpage.

## **4.2: Offer flexible number of parent involvement meetings**



Parents and families are given at least two different opportunities annually to attain Title I information, including participation of the school in the Title I, Part A program, Title I requirements, the parents rights to be involved, opportunities to request meetings and school compact, and provide feedback. Title I feedback is solicited in various ways and at various times to involve as many participants as possible.

Title 1 Meeting: August 22, 2024 - 9:00 AM

Title 1 Meeting: September 19, 2024 - 4:45 PM

In addition to the Title I meetings, parents are encouraged to attend and be involved in multiple engagement opportunities.

Watch D.O.G.S program (community and parent partnership) Raptor sign in/out system "All Around Annetta" Curriculum Night helps our parents understand curriculum and assessment and ways to be involved in their student's progress throughout the year Teacher-Parent Communication (at least three required - one email, one phone call, one in person conference but may requested by contacting the teacher anytime) Parent Volunteers - Ongoing Volunteer 101 Training Opportunities Active PTO Staff Appreciation Annual PTO Food Drive 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 Festival Literacy and Lemonade (A Grandparents and Grand Adults Event) Choir Concerts Scholastic Book Fair Kindergarten Round Up Kinder Kamp Popsicles with the PrinciPAL Start with Hello Week Red Ribbon Week 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.

## **5.1: Determine which students will be served by following local policy**

Annetta Elementary is a schoolwide Title I campus, not a targeted assistance Title I campus.

# Campus Improvement Committee

Committee Role	Name	Position
District Representative	Mercedes Mayer	Director of Communication
Business Representative	Patrick Lawler	Business Owner
Business Representative	Jolinda Walker	Business Owner
Community Member	Debbie Reedy	Grandparent
Community Member	Kathy Moss	Community Member
Parent	Eryn Whiteland	Parent Volunteer
Parent	Kelsey Dyck	Parent
Teacher	Kimberly Maag	1st Grade
Teacher	Stefanie Good	3rd Grade
School Staff	Marissa Torres	Instructional Specialist
Teacher	Cindy Smith	Kindergarten
Teacher	Madison Dumas	2nd Grade
Teacher	Katie Lawrence	2nd Grade
School Administrator	Brittany Smith	Asst. Principal
School Administrator	Holly Elgin	Principal

# Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Executive Director Student Services		Ingia Saxton	9/23/2024
Child Abuse and Neglect	Executive Director Student Services		Ingia Saxton	9/23/2024
Coordinated Health Program	Executive Director Student Services; Deputy Superintendent		Ingia Saxton	9/23/2024
Decision-Making and Planning Policy Evaluation	Assistant Supt. Student & Community Programs		Ingia Saxton	9/23/2024
Disciplinary Alternative Education Program (DAEP)	Deputy Superintendent		Ingia Saxton	9/23/2024
Dropout Prevention	Deputy Superintendent; Executive Director Student Services		Ingia Saxton	9/23/2024
Dyslexia Treatment Program	Executive Director Special Programs		Ingia Saxton	9/23/2024
Title I, Part C Migrant	ESL Coordinator; Director of Assessment and Accountability		Ingia Saxton	9/23/2024
Pregnancy Related Services	Executive Director Special Programs/Executive Director Student Services		Ingia Saxton	9/23/2024
Post-Secondary Preparedness	Executive Director Student Services; Director of CTE & Advanced Academics		Ingia Saxton	9/23/2024
Recruiting Teachers and Paraprofessionals	Deputy Superintendent; Director of Human Resources		Ingia Saxton	9/23/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director Student Services		Ingia Saxton	9/23/2024
Student Welfare: Discipline/Conflict/Violence Management	Deputy Superintendent		Ingia Saxton	9/23/2024
Texas Behavior Support Initiative (TBSI)	Deputy Superintendent		Ingia Saxton	9/23/2024
Technology Integration	Chief Technology Officer		Ingia Saxton	9/23/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Deputy Superintendent, Chief of Police		Ingia Saxton	9/23/2024