Aledo Independent School District

Lynn McKinney Elementary

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lynn McKinney Elementary opened this year, August 14, 2024, as part of the Aledo ISD family currently zoned as the only, fully encompassing neighborhood school serving the Morning Star Neighborhood. Our current population at McKinney is 540 students comprised of 49% female and 51% male.

The current breakdown of student ethnicity is as follows: African American 4%, Asian 2%, Two or more races 9%, Caucasian 62%, and 23% Hispanic. Our economically disadvantaged population is reported at 12%. The percentage of students receiving special education services is 15%, our students receiving 504 services is at 4%, and our students receiving ESL services is 3% of our overall student population. Additionally, we have 9% of our students currently receiving Gifted and Talented (GT) services. McKinney is currently supported by two campus administrators, one full-time counselor, one full-time instructional specialist/interventionist, one full-time librarian/interventionist, 34 full-time instructional professionals, one full-time diagnostician,, and 3 instructional/special education para-professionals.

As a new campus, we have worked to gather data from a variety of sources in developing our Comprehensive Needs Assessment. After reflecting on various data pieces and feedback, the campus leadership team and Campus Improvement Team reflected on both strengths and areas of growth as we collectively developed the Campus Improvement Plan focus areas.

Demographics Strengths

- McKinney is currently comprised of a faculty that is 100% highly qualified.

- McKinney faculty and staff will work to continue building the professional learning community of the campus and district to support student learning.

- As a new campus, McKinney's culture and climate are daily being built to embody that of a campus with exceptionally high expectations for academic and behavioral success, a campus with open and consistent communication, strategic community involvement, and continued learning for all staff members.

- The process of regularly seeking input from our community and students in building traditions, celebrations, shared expectations, and norms will be continuous as a first year campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: As a new campus, communication of processes, expectations, and norming cultural expectations is a continuous process but highly necessary in ensuring all stakeholders have a voice in our campus.
Root Cause: Being a new campus working to build and communicate our culture.

Student Achievement

Student Achievement Summary

As a new campus, our baseline data for the 2024-25 school year has been a combination of individual student data reviews, trends we can identify from previous years data, and beginning of the year (BOY) data. As a campus, we will continue to monitor our year 1 baseline data through regular data collection and comparative review against campus-level data to identify need areas.

Student Achievement Strengths

- Teachers meet weekly in collaborative teams to plan for instructional strategies, intervention, and extension opportunities. Student data, is used to measure individual and collective progress with meaningful learning experiences are planned for during this time.

- Staff are open to learning from one another and receiving feedback, from peers and students, to guide their instructional practices related to interests and engagement.

- Assessment data, both formative and summative, is used to determine instructional next steps for students. This data is discussed during campus and district specific collaborative planning times, curriculum, and data meetings. This is in addition to team planning times in which student performance data and student work samples are used to norm and plan for extension and re-teach opportunities. Instructional strategies are shared and reflected on when desparities are noticed across classes.

- Instructional supports are in place that are designed to help supplement and/or extend learning; including Special Ed, ESL, Gifted and Talented, RTI, 504, Dyslexia, tutors, and digital curriculum-based programs.

- Instructional resources and models such as the literacy library, media center, Chromebooks, iPads, workshop model, and instruction through small group are used to enhance achievement.

- Blended learning and transdisciplinary learning opportunities are developed via a campus-wide cohort to be used within grade level classrooms and during WIN time. This provides a variety of ways for students to represent their learning. Additions such as digital choice boards, individualized playlists, hyperdocs, and must-do/may-do options are developed with embedded accountability tools by classrooms and non-classroom staff for all learners.

- Teachers facilitate regular goal-setting conferences across all grade levels, with a 3-5 focus on student-led goal setting processes.

- Writing across content areas, through the initiation of Thinking Maps framework, occurs in grades K-5.

Needs:

- Initial development of student-led goal-setting and regular data discussion and reflection that include all students to support the goal setting processes already actively in place. The goal in upper grades being that 3-5 grade students facilitate their own goal-setting conferences with their parents.
- Increase the understanding of critical writing at high levels across content areas and grade levels with a focus on developmental writing skills in grades k-2.
- Increase the pre-planning of high-level questions , delivery and modeling teacher-led questioning with an emphasis on the transition in to student-led questioning of the same high-level questioning expectations.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: After analysis of district and campus data, students are not demonstrating yearly progress at expected levels and are not demonstrating critical writing, of high quality, across content areas.
Root Cause: Multiple changes in campuses with the movement in to a new building, norming of new-campus expectations and developing a culture of grit and productive struggle leading to high achievement.

District Culture and Climate

District Culture and Climate Summary

As a new campus this school year, McKinney will be working on the shared communication regarding campus norms and expectations with both our staff and community. The process of building a culture of high expectations, community connection, and a shared learning environment will be through the consistent family feedback, involvement, and development of our own campus traditions and celebrations.

To support these identified challenges and focus areas, regular meetings with our student leaders, campus improvement teams, guiding coalitions, team leads and campus PTO representatives, to determine a pulse on our effectiveness.

McKinney has developed a student recognition process to ensure student are recognized with a variety of opportunities across the campus core-values. Students are identified by staff and peer recognition both class and campus wide. Student leadership opportunities continue to develop based on student input and feedback. Current leadership opportunities are including, but not limited to; Broadcast Club, Student Council, and Student Ambassadors.

- The McKinney staff is 100% highly qualified and have developed essential agreements and commitments to maintaining a positive culture of high expectations.

- McKinney has determined Instructional Team Leads and a Guiding Coalition to provide staff feedback regarding the campus direction, needs and challenges, and to serve as guides in the decision making allowing for a variety of perspectives.

- Campus surveys and parent input is sought out for a variety of topics, focus areas, and initiatives as it pertains to the campus functioning at high levels. Time for reflection is provided, trends are analyzed, and adjustments are made as needed.

For staff:

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

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. The other program, P.S. It's My Body, is offered through the Alliance for Children, the Child Advocacy Center of Tarrant County. It's program is available to students in grade PK-4 and included developmentally appropriate content covering the 3 R's of personal safety: Recognizing, Resisting, and Reporting. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

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

Parents are also invited to participate and become members of various campus and district committees such as: SHAC, Campus Improvement Team, and District Improvement Teams, to name a few. Our goal at McKinney is to partner with our community and our families, in support of the growth of our students.

District Culture and Climate Strengths

- Staff regularly collaborate, both formally and informally, to provide a safe learning environment for all students. Safety meetings are held monthly involving our officer, administrators, and

- Our student leadership opportunities continue to grow in number and promote a positive school culture and climate, led by student design and input. Currently, we have initiated Student Council and our Campus Broadcasting Team in the way of led leadership opportunities.

- Our campus improvement process, Instructional Team Leads, and Guiding Coalition members provide specific and transparent feedback to allow for continuous and targeted feedback.

- Campus staff are regularly teaming and reflecting on ways to provide and strengthen home-school connections.

Needs

- Strategic and pre-planned opportunities for families to collaborate with the campus and build upon the campus culture

- All newly hired teachers participate in our New to Aledo cohort which is run by veteran AISD teachers to ensure they find connections and opportunities to support one another while also feeling comfortable accessing district resources and content.

- Instructional Team Leads will continue to build their capacity in assisting their grade level teams in operating at high levels within the PLC rubrics resulting in high levels of learning for all students.

- Guiding coalition members will meet monthly to revise and refine campus wide processes and practices to ensure the campus runs in a supportive, efficient, and safe manner allowing for the highest levels instruction to occur.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

McKinney Elementary opened the 2024-2025 school year as a K-5 campus serving 540 students. 34 teaching staff members, all of which are highly qualified, and 3 paraprofessional teaching staff. In addition to these staff this also includes, but is not limited to, all office staff, the campus librarian, dyslexia, and GT teachers which are shared among campuses and campus level specialists. Of our classroom teachers, only 5 are new to Aledo ISD as the majority of our campus staff came from within the district.

Aledo ISD provides a significant amount of quality in-district training. Crisis Prevention/Intervention training is completed by all administrators and special education staff. Technology training is on-going and is offered for the whole staff on-campus, as well as to special interest groups. Assessment training, Special Education training, and Technology training are provided by district personnel in alignment with state and local mandates.

Teachers who are new to the profession, or those who have been in teaching for 3 or fewer years, have the opportunity to participate in new teacher training and are partnered with a teaching mentor through out the course of a full school year. This involves district and teacher determined professional learning topics and opportunities to visit other campuses for in-classroom modeling and feedback.

The district offers a wealth of training opportunities in the summer and at the initiation of each school year.

Professional development offerings include Just in Time (JIT) trainings for which topics are determined by the C&I department, campus determinations, and/or teacher requests.

Professional learning schedules and records of attendance and completion are used to document staff development.

Staff Quality, Recruitment, and Retention Strengths

- Professional staff is 100% highly qualified.

- Professional learning is provided via campus and district initiatives to support student success.

- Teacher of the month is nominated, voted on, and recognized by peers.

- Professional staff members set and track both individual and team goals throughout the course of the school year, to ensure growth and success.

- Teachers identified a shared planning day with their teams in which specialists and/or admin push-in to support misunderstandings, clarity, support, and resources during regular planning time with their teams.

- Instructional Team Leaders (ITL's) were identified to provide regular feedback between admin and grade levels of needs, concerns, and struggles to identify patterns of frustration and opportunities for celebration.

- Team building opportunities are strategic and planned for both during and prior to the school year starting. This allows for teams to build the capacity to be vulnerable with one another through shared experiences and learning opportunities.

Needs:

- Climate built that facilitates trust, respect, and high expectations developed over time working with one another

- Additional opportunities for teachers to share positive affirmations, accomplishments and contributions both with one another and campus/districtwide

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

As a result of district data trends, the following areas were identified as our district focus areas for the 2024-2025 school year:

- Ensuring a years worth of academic progress for all students
- Increasing instructional planning and implementation in critical writing across all content areas and grade levels

Curriculum, Instruction, and Assessment Strengths

- Meeting in Professional Learning Communities to collaborate and share instructional strategies
- Teachers believe in district initiatives and work to implement them with fidelity
- Assessment data drives instruction and the implementation of re-teaching and intervention facilitated by individual teachers
- Staff support one another in determining the most successful, district vetted resources to support their students' instructional needs

Needs:

- Ongoing professional development focused on Tier 1 instructional practices and strategies associated with tasks high in rigor and engagement for all students
- Continue to improve upon interventions and extensions for all students through our PLC process

Family and Community Engagement

Family and Community Engagement Summary

McKinney Elementary is surrounded by a unique setting of being the only, dedicated community based campus, only serving the Morningstar. We are very fortunate to have parents and community members with a vested interest in the success of the campus and district. The community is supportive, invested, and seek ways in which to assist and support the campus. We believe that the connections between school, families, and the community are vital to a child's success. The campus is working to build upon these connections while also acknowledging that as a new campus, we want to do things well and there are some systems in year one that may not be realistically rolled out.

Large scale involvement comes through the AISD app and website, district wide notifications, a campus wide weekly newsletter, blackboard updates, social media pages and the PTO communication forums.

Family and Community Engagement Strengths

- Active PTO working to support the campus in many f our 1st year needs.
- StuCo - 5th grade only
- Parent Representatives on SHAC, DWEIC, and Campus Improvement Committee
- Meet the Teacher
- Curriculum Night
- Fall Festival
- Grandparents and Grownups Event
- Trunk-or-Treat
- Family Movie Night
- Spring Family Celebration
- Campus volunteers serve in a variety of campus-wide areas both inside and outside of the campus
- Fieldtrips with high levels of parental support
- Student Ambassadors

NEEDS:

- A wide variety of opportunities for parent involvement and the leading of committees for multiple campus events

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: As a new campus, communication of processes, expectations, and norming cultural expectations is a continuous process but highly necessary in ensuring all stakeholders have a voice in our campus.
Root Cause: Being a new campus working to build and communicate our culture.

District Organization

District Organization Summary

McKinney 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. Campus stakeholders & staff are actively involved in decision making. Administrators meet regularly with small groups, grade level teams, individuals and the faculty as a whole. Instructional Team Leaders and the Instructional Leadership Team will work to receive feedback, formally and informally, to guide the campus decision making to support the voice of all stakeholders.

District Organization Strengths

- Teachers meet weekly in Collaborative Teams to discuss data and plan interventions and extensions for all students
- Active parent and community involvement
- Strong school and parent communication
- Flexible, enthusiastic staff that is dedicated to building relationships and ensuring student success
- Strong staff involvement that respects all voices and ideas
- Guiding Coalition Leadership Team

Technology

Technology Summary

Technology helps in the development of individualized learning, innovation, creativity, and deeper critical thinking. It is also a substantial tool in the monitoring of student progress, growth measures and assessment tools in order to assess the fidelity and effectiveness of curriculum and instruction.

- Administrators regular monitor and review student data through the use of applications; Eduphoria, STRIVE, AESOP, Parent Portal, Employee Access Systems for the overall functionality of the campus.

- Teachers regularly make use of curriculum tools such as StemScopes, Envision, Lexia, Imagine Math, Learning Ally, SeeSaw, Reading A to Z, Generation Genius, i-Ready, and a variety of teacher selected professional learning and Pod casts learning opportunities. Our teachers and staff also have access to a variety of monitoring tools to monitor technology access and use by students and screening/monitoring tools for personal and campus level literacy selections.

- Parents have access to campus and district technology tools for the primary use of communication. These include but are not limited to: Remind, Social Media, Blackboard announcements and Smore newsletters, Parent Link, Campus and District Websites, SeeSaw and Canvas tools allow for families to maintain involvement in their child's academic work and progress.

Technology Strengths

McKinney Elementary School uses technology on a daily basis to ensure quality instruction and learning. Some of our technology strengths include:

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

- Teachers integrate technology into instruction on a daily basis

Needs:

- Increased professional learning for teachers to support in developing meaningful work opportunities for students with embedded technology applications.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- 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: McKinney Elementary will implement high quality critical writing instruction across all grades and content areas, with an expectation of implementation rate at 100% by June 2025.

    Evaluation Data Sources: Daily Impact Walks, Review of journals and writing samples (both digital and in paper format)

Strategy 1 Details	Reviews			
Strategy 1: Critical writing will be strategically planned for, evaluated within grade level plannings for fidelity and rigor level of the standard(s) being taught, and modeled by both colleagues and/or instructional staff to ensure understanding.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The instruction through critical writing will match or exceed the rigor level of the identified standard(s) and occur across content areas allowing for increased levels of high-quality listening, speaking, reading, and writing in grade k-5. **Staff Responsible for Monitoring:** Instructional Specialist Administrative Team	Considerable	Considerable	Considerable	
○ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: McKinney Elementary will implement the rigorous expectations associated with High-level questioning with fidelity in 100% of classrooms by June 2025.

    Evaluation Data Sources: Daily Impact Walks, Walk-throughs, Campus-led instructional rounds

Strategy 1 Details	Reviews			
Strategy 1: Academic discussion and student led questioning will continue to increase with the support of visual supports and tools for consistency in classrooms, coupled with the professional learning and feedback cycles associated with the implementation of these new skills.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased progression in the areas associated with Thoughtful Work within the Rigor Rubric focus areas. **Staff Responsible for Monitoring:** Administration Instructional Support Staff	Considerable	Considerable	Considerable	

○ No Progress   ◯ Accomplished   ➔ Continue/Modify   ✗ Discontinue

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2024, 100% of the McKinney Elementary collaborative teams will rate at the "Developing" level or higher on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

   Evaluation Data Sources: CT Teams ratings and evidence collected to substantiate ratings

Strategy 1 Details	Reviews			
Strategy 1: Collaborative Teams will: Indicator #1: *Teachers will clarify essential learning standards for each unit and criteria for student mastery. *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of Collaborative Teams campuswide will rate at the "Developing" level in Indicator #1 by June 2025. **Staff Responsible for Monitoring:** Team Leads Collaborative Teams Instructional Support Staff Administration	Considerable	Accomplished	Accomplished	
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2024, 100% of the Walsh 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: CT team ratings and evidence collected to substantiate ratings

Strategy 1 Details	Reviews			

Strategy 1: Collaborative Teams: Indicator #1:
*Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.
*Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles.
*Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.
    Strategy's Expected Result/Impact: 100% of collaborative teams campuswide will rate at the Developing level on Indicator #1 by June 2025.
    Staff Responsible for Monitoring: Team Leads
Collaborative Teams
Instructional Specialists
 Campus Administration
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**
	Considerable	Accomplished	Accomplished	
	⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue			

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2024, 100% of the McKinney Elementary collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

    Evaluation Data Sources: CT team ratings and evidence collected to substantiate ratings

Strategy 1 Details	Reviews			

Strategy 1: Strategy 1: Collaborative Teams: Indicator #1:
 *Have established an annual SMART goal and assess progress toward reaching the goal.
 *Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.
 	
    Strategy's Expected Result/Impact: 100% of Collaborative Teams campuswide will rate at the "Developing" level in Indicator #1 by June 2025.
    Staff Responsible for Monitoring: Collaborative Teams
 Instructional Specialists
 Campus Administration
	Formative			**Summative**

	Dec	**Feb**	**Apr**	**June**
	Considerable	Accomplished	Accomplished	

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 3: McKinney Elementary will continuously build a culture of excellence that supports our students and staff through a commitment to continuous improvement in all campus and district departments.

Performance Objective 1: McKinney Elementary will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness and safety of all students and staff.

Evaluation Data Sources: - Student and staff attendance focuses including class and grade level incentives and overall focus of reporting information for awareness.
- Campus created parent input surveys
-Continued collaboration between community, parents, and campus connection opportunities to ensure all are able to engage with the campus events.

Strategy 1 Details	Reviews			
Strategy 1: Consistent evaluation of campus systems at the implementation and maintenance levels, feedback from staff and families as to the overall cultural development of high expectations.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased level of campus procedures, staff feedback regarding effectiveness of implementation, and a sense of campus belonging and pride as all stakeholders play a part in the development of our campus culture of excellence. **Staff Responsible for Monitoring:** Campus Admin and ILT Guiding Coalition Team Leads	Considerable	Considerable	Considerable	
○ No Progress ◯ Accomplished ➔ Continue/Modify ✕ Discontinue				

Goal 3: McKinney Elementary will continuously build a culture of excellence that supports our students and staff through a commitment to continuous improvement in all campus and district departments.

Performance Objective 2: McKinney will develop a plan to promote student attendance through awareness and engagement activities that will increase average daily student attendance.

    Evaluation Data Sources: Increased student attendance will positively impact student growth and sense of belonging.

Strategy 1 Details		Reviews		
Strategy 1: McKinney will implement and promote increased student attendance rates with awareness through; weekly grade level competitions promoted through our broadcast teams daily announcements, grade level monthly competition rates to earn grade-wide awards, class rewards earning 100% attendance rates announced on Friday lunches, and a strategic family awareness process.		**Formative**		**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased student attendance while also increasing the positive environment of the campus through friendly competition, parent education and awareness processes, , increased learning due to more time in class for all students. **Staff Responsible for Monitoring:** Administrative team Team Leads Librarian PEIMS secretary	Considerable	Considerable	Considerable	
○ No Progress ◯ Accomplished → Continue/Modify ✗ Discontinue				

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 Cordinator; Direcotr 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